DOCUMENT RESUME

ED 169 383 CE 020 574

TITLE Youth Programs Models and Innovations.
INSTITUTION Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE Feb 79
NOTE 101p.; Some pages in this document will not reproduce well due to light print

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Demonstration Programs; Disadvantaged Youth; *Employment Programs; Experimental Programs; *Federal Programs; Handicapped; Job Development; Unemployed; Work Simplification; Youth Employment; *Youth Programs
IDENTIFIERS United States

ABSTRACT

This report describes twenty federally funded youth employment program models and innovations. Each four-page description includes the following: program title, name of operating agency, project costs, source of funds, number of participants, unique program features, duration of grant, major program goals and objectives, prime sponsor, contact person, program description, administrative and staffing requirements, recruitment/client profile, outcomes to date, problems/progress, implementation hints, and general comments. Some representative program titles are the following: Coordinated Vocational Academic Education, Out-of-School Youth Cooperative Training Program, City Youth Employment Program, Restructuring Paramedical Occupations, Housing Authority Management Aide, Job Preparation Program, Training and Work Experience Project, and Placement Services for the Handicapped. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169383

CE

Department of Labor

Employment and Training Administration

Youth Programs Models and Innovations

February, 1979

CE 020 574

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Coordinated Vocational Academic Education (CVAE)

Atlanta, GA

Youth Program Models and Innovations

A. Program Title: Coordinated Vocational Academic Education (CVAE)

B. Name of Operating Agency: Gwinnett County Central High School

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit __X__Education Agency _____Other (Specify)

C. Project Costs: $71,567.00 Per Person: $1,745.00

D. Source of Funds: YETP Program $ _____

_____ $ _____

_____ $ _____

E. Number of Participants: 41

F. Unique Feature(s) of Program:

There are several features designed specifically to serve the needs of the disadvantaged students including: (1) an integrated curriculum of remedial English, Math and Reading; (2) vocational classes in vocational clusters such as transportation and construction; (3) economics and business education; (4) student home visits; (5) career and self-awareness projects; (6) an advisory committee for curriculum planning; and (7) Metro-Atlanta resource personnel. The local employment security and CETA prime sponsor work with the school system to place economically disadvantaged students in after-school CETA jobs that relate to the student's vocational training. Special arrangements are made to place hard-to-place or high risk youth in after-school jobs that provide vocational training.

The local school district provides the funds to cover all of the administrative and operating costs of the CVAE program. CETA funds are used strictly to pay student wages.

G. Duration of Grant: 1 year (From September 1, 1978 to August 31, 1979)

H. Major Program Goals and Objectives:

The major objective of the CVAE program is to keep potential student dropouts in school by: (1) improving their attendance record, and (2) helping them raise their grade point average. The ultimate goal of the CVAE program is for CVAE students to successfully complete a minimum of one year in a vocational class and one year in a CVAE program enabling them to possess one or more salable vocational job entry level skills.

I. Prime Sponsor:

Director Patricia M. Brown

Organization Gwinnett County Board of Commission

Address Gwinnett County, Georgia

Telephone Number _____

J. Contact Person:

Name Milton Adams

Organization Georgia State Department of Education

Address 321 State Office Building Atlanta, GA 30334

Telephone Number (404) 656-2516

K. Program Description:

The program consists of three learning levels: CVAE I for ninth grade students; CVAE II for tenth grade students; and CVAE III for eleventh and twelfth grade students.

The first year of the program, or CVAE I, introduces and prepares students for the world of work. The second and third years of the program, or CVAE II and III, help the students pursue their individual interests areas through: (1) school vocational programs and clusters in areas such as business and office, communications, transportation, construction and home economics. All 41 students (CVAE levels I, II and III) are enrolled in a vocational or an industrial class; and (2) work-study programs through in-school, CETA, and private-sector-paid jobs. Many of these jobs are provided with the help of the local Employment Security Agency and local businesses and industry.

L. Administrative and Staffing Requirements:

The CVAE staff consists of one CVAE coordinator, one teacher aide, and a Program Advisory Committee. The CVAE coordinator is responsible for: (1) conducting student home-visits for counseling purposes; (2) coordinating the CVAE student job placements; (3) supervising student on-the-job progress; (4) serving as coordinator for the Vocational Opportunities Club of America (VOCA) youth organization; (5) assisting the high school counselor with individual student counseling; and (6) teaching four classes of CVAE classes.

The teacher aide is responsible for: (1) assisting the CVAE coordinator in all program-related activities except those requiring professional expertise; and (2) assisting the CVAE coordinator with VOCA, public relations, instruction and related activities to free the coordinator for professional responsibilities.

The Program Advisory Committee is composed of six members from local business and industry, and labor leaders. The committee assists in program planning, student job placement, curriculum development, and program development and evaluation.

The entire CVAE staff works closely with the high school principal and guidance counselors.

M. Recruitment/Client Profile:

Client Profile: The CVAE program is targeted toward both the potential school drop-out, and the hard-to-place youth. These youth generally fall into four broad groups: (1) the socially disadvantaged, (2) the economically disadvantaged, (3) the handicapped, and (4) students achieving on a lower academic level than the grade to which they're assigned.

Recruitment: Students are selected for the CVAE program by a screening committee chaired by a CVAE coordinator and composed of the school principal, counselors, vocational supervisors, classroom teachers and personnel qualified to work with disadvantaged students. One hundred percent of the 41 students placed in CETA jobs were disadvantaged and all 41 were enrolled in a vocational program.

N. Outcomes to Date:

The "Forsyth Plan", which was the pilot CVAE program in Forsyth County in 1968, served approximately 15 disadvantaged students. The CVAE program has grown from the one Forsyth plan in 1968 to 157 programs in 1978 now serving 12,503 disadvantaged students.

During the 1977-78 school year, the average overall numerical grade improvement per CVAE student was 1.33; student retention in the CVAE program 93%; average attendance improvement was 25%; and CVAE student enrollment in vocational programs was 90%. In addition to these in-school successes, the job placement rate of CVAE students was 44%, with student earnings totalling $3,799,530.00

O. Problems/Progress:

Problems: (1) Only a qualified CVAE coordinator can teach CVAE classes.
(2) The cost of employing an additional staff person should be borne by the school system.
(3) Remedial coursework requires smaller class size and many school districts don't have existing qualified personnel or the money to hire qualified personnel to run these programs.

Progress: (1) the Georgia State Department of Education is supplying school districts with $10,000.00 grants to help off-set the cost of employing a CVAE teacher.
(2) The state universities in Georgia are offering a (college major) program to certify CVAE coordinators; the availability of this program should help increase the supply of qualified personnel to staff the CVAE programs.

P. Implementation Hints:

The success of this type of program depends a great deal on the maturity and the experience of the teachers, who need to have a good understanding of vocational education and the management of people and time.

The successful employment of students in CETA jobs depends on a cooperative relationship between the CETA prime sponsor and the local educational agency, and their abilities to understand and interpret Youth Employment and Demonstration Projects.

Q. General Comments:

The CVAE teachers and administrators feel that this program is one way for students to: (1) enroll in a regular vocational education program and receive job-entry level training and life-long learning skills; and (2) receive remedial instruction in Math, English, Science and History leading to a high school diploma.

Community cooperation in locating and defining job opportunities for disadvantaged students is an important factor in the success of the CVAE program.

Out-of-School Youth Cooperative Training Program

Dallas, TX

Youth Program Models and Innovations

A. Program Title: Out-of-School Youth Cooperative Training Program

B. Name of Operating Agency: Dallas Independent School System

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit __X__Education Agency _____Other (Specify)

C. Project Costs: $14,000.00 Per Person: $_____

D. Source of Funds: Vocational Education Funds $_____

_____ $_____

_____ $_____

E. Number of Participants: 85

F. Unique Feature(s) of Program:

The Out-of-School Youth Cooperative Training program is operated in a totally self-contained high school, offering flexible hours and a flexible curriculum. This flexibility enables out-of-school youth to: (1) coordinate school and work schedules; (2) work towards a high school diploma or, (3) prepare for the General Educational Development Test (GED) which leads to a high school diploma. Students in this program progress at individual learning rates.

This program is supported entirely by vocational education funds.

G. Duration of Grant: N/A

H. Major Program Goals and Objectives:

The major objectives of the Out-of-School Youth Cooperative Training program or OSY program are: (1) to recruit out-of-school youth into a program that offers instruction and job placement opportunities; (2) to provide flexible school and work schedules that enable these students to pursue a high school diploma or equivalency, and (3) to encourage the general continuation of high school opportunities for out-of-school youth aged 16-21.

I. Prime Sponsor:

Director N/A

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name J.E. Cogswell

Organization Dallas Independent School District

Address 3700 Ross Avenue

Dallas, TX 75204

Telephone Number (214) 824-1620

K. Program Description:

The Out-of-School Youth Cooperative Training program, housed in W.H. Adamson High School, operates as a cooperative education program. Out-of-school youth living within the Dallas Independent School System District attend classes Monday through Friday for 2 hours either during the day or in the evening. In addition to attending classes, students work a minimum of four hours daily, Monday through Friday. Students participating in the program earn regular high school credits in the same manner that credits are earned in regular in-school cooperative education programs.

The Out-of-School Youth Cooperative Training class instruction is divided into two phases: (1) instruction using teaching materials specifically related to business, industry and the students individual job situation and; (2) individualized academic instruction (including mathematics, science, communication skills, etc.) integrated into and coordinated with a job training plan developed through the cooperative efforts of the student's teacher and employer.

Upon completion of the program, students will receive a G.E.D. or a high school diploma, in addition to supervised vocational training in a cooperative education program.

L. Administrative and Staffing Requirements:

The Out-of-School Youth Cooperative Training program at W.H. Adamson High School employs three (3) cooperative education instructors who are responsible for student instruction and job placement, and one (1) secretary who is responsible for maintaining student records and helping teachers prepare instructional materials.

Additionally, two (2) representatives of the local Board of Education, Vocational Division, set program standards, and then monitor and evaluate the on-going program.

M. Recruitment/Client Profile:

Client Profile: In order to be eligible for participation in this program, students must (1) be between the ages of 16 and 21, and (2) have dropped out of one of the 24 high schools in the Dallas Independent School System at least six months prior to enrolling in the program.

Recruitment: All 24 high schools in the Dallas Independent School System maintain student drop-out records. The Out-of-School Youth Cooperative Training teacher-coordinator, and the local Board of Education representative consult the school drop-out records and contact prospective participants to encourage their involvement in the program.

N. Outcomes to Date:

Since the beginning of the Out-of-School Youth Cooperative Training program in 1972, this state-wide initiative has: (1) enrolled 4,377 students; (2) placed 3,514 students in jobs; (3) helped 418 students obtain high school diplomas; and (4) helped 577 students successfully complete the GED.

There are presently 550 students enrolled statewide in this program; 85 of these participants are in the Dallas Independent School System.

O. Problems/Progress:

Progress: The students enrolled in the Out-of-School Youth Cooperative Training program have benefitted from the co-op method of instruction which has allowed them to resume their education while continuing to work. Students develop more independence and improve their self-esteem by: (1) working in a supervised co-op training center and (2) by completing the requirements for high school graduation through self-paced individualized instruction.

Problems: Students enrolled in the OYS program need more supervision.

Solution: Another coordinator should be employed to assist in the program. This person should be a qualified cooperative education coordinator or a certified coordinator of trade and industrial education programs.

P. Implementation Hints:

The teachers employed to teach and coordinate the Out-of-School Youth Cooperative Training program should be certified coordinators of Industrial Cooperative Training, Distributive Education, or other state approved vocational education programs. These teachers should be employed on a 12-month basis and should establish a close working relationship with the personnel responsible for administering the G.E.D. test so that students can prepare thoroughly for, and successfully complete, the G.E.D.

The facility in which this program is offered should be: (1) centrally located so that out-of-school youth from various geographical locations can be served, (2) equipped to serve as both a classroom and a resource center, (3) set up to handle daytime and evening students, and (4) equipped to provide individualized student instruction.

Q. General Comments:

This program enables out-of-school youth to: (1) return to school for continued academic instruction; (2) work at their own pace towards obtaining a high school diploma; (3) prepare for the G.E.D test, and possibly, a high school equivalency diploma; and (4) experience success, often for the first time.

City Youth Employment Program (CYEP)

Pittsburg, PA

Youth Program Models and Innovations

A. Program Title: City Youth Employment Program (CYEP)

B. Name of Operating Agency: Pittsburgh Public School System

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit X Education Agency _____Other (Specify)

C. Project Costs: $ 1,225,000.00 Per Person: $ 622.14

D. Source of Funds: Governor's Discretionary Funds $ _____

_____ $ _____

_____ $ _____

E. Number of Participants: 2,000

F. Unique Feature(s) of Program:

The CETA prime sponsor allows the Pittsburgh Public School System, Division of Occupational, Vocational and Technical Education, to administer this program. The funds from this grant are not used to pay vocational division staff salaries.

G. Duration of Grant: 7 weeks July 2, 1978 - August 17, 1978

H. Major Program Goals and Objectives:

The major objectives of the City Youth Employment Program (CYEP) are: (1) to give support to needy in-school youth by providing work opportunities in non-profit agencies; (2) to provide financial rewards for these work activities; (3) to identify occupational-related program needs, and (4) to offer educational alternatives, apart from the basic school programs, for exploring the world of work.

I. Prime Sponsor:

Director Mr. Robert W. Sams, Director

Organization Allegheny County Department of Manpower

Address 1500 Allegheny Building Pittsburgh, PA 15219

Telephone Number _____

J. Contact Person:

Name Fred Monaco, Project Coordinator

Organization Occupational, Vocational and Technical Center

Address 635 Ridge Avenue Pittsburgh, PA 15212

Telephone Number (412) 321-4934

K. Program Description:

The CYE program serves needy students enrolled in Pittsburgh Public Schools. Program participants are offered a variety of work experiences so that they may select work opportunities within their individual areas of interest. Community non-profit agencies such as the YMCA, the YWCA, the post office, hospitals, and public schools, employ these students to perform clerical, custodial, building maintenance, landscaping, and related work duties. The CYE program, which operates for seven (7) weeks during the summer, employs the students at the minimum hourly wage for 32 hours per week. Pay checks are issued to student participants every two weeks.

The Pittsburgh Public School System, Vocational Division staff, consisting of one Director of Placement and twelve counselors, supervise the CYE program and the student work activities. Additionally, the local department of employment security assists this staff in placing students in jobs.

At the conclusion of the seven week program, student participants have gained valuable job experience and at the same time have earned an income for their work efforts.

L. Administrative and Staffing Requirements:

The Director of Placement directs the program activities by working with the department of employment security and other community-based organizations in identifying employment opportunities for the students. The Program Director also supervises the counselors of the program. The twelve vocational counselors supervise the students on their job activities. The counselors various duties are to see that the students report to work, that they are on time, that the child labor laws are being observed by the employers, and that the students are actually doing the job for which they are employed. The counselors provide career development counseling as well as occupational information and education-to-work transitional services to the students.

M. Recruitment/Client Profile:

Client Profile: In order to be eligible for participation in the CYE program, students must be: (1) enrolled in a Pittsburgh public school; (2) economically disadvantaged, and (3) between the ages of 14 and 21 years of age.

Recruitment: The vocational counselors inform public school students about the program operation and the available variety of work experiences. The students sign up to participate in the program through the local employment security office.

The Pittsburgh Public Schools, Division of Occupational, Vocational and Technical Education, produces and distributes informational brochures about the program.

N. Outcomes to Date:

The CYE program is designed to provide opportunities for students to explore the world of work; to date, 1,969 students have benefitted from this job experience exposure. It is significant that the CYE program has been successful to the extent that 350 community agencies have volunteered job experiences within their organizations to these student participants.

A breakdown of the 2,000 program participants profiles to date indicates that 1,969 have completed the program. Of this total; 1,553 are Black (742 Black males and 811 Black females); 412 are White (208 White males and 204 White females); 4 are members of other ethnic groups (2 males and 2 females).

O. Problems/Progress:

Problems: All of the 2,000 participating students receive their paychecks on the same day and the downtown banks are deluged with students cashing checks all at the same time.

Progress: Provisions are being made for dual pay periods and students check cashing I.D. cards, to expedite the check-cashing provess.

Problems: It is difficult to find employment for the large number of students who would like to participate in the program.

Progress: The local educational agency and the CETA prime sponsor are concentrating on public relations efforts to inform more community non-profit agencies about the City Youth Employment Program.

Problems: Many of the agencies that employ the CYEP students don't provide enough on-the-job student participation.

P. Implementation Hints:

The success of this program should be attributed to the large and highly qualified Pittsburgh Public School System vocational counseling staff that supervises, counsels with, and sometimes places student participants.

It is difficult to place too many restrictions and demands on volunteer employers without risking their withdrawal from participating in the program.

Successful replication of this program would depend a great deal on the cooperative efforts of the CETA prime sponsor and the local educational agency.

Q. General Comments:

As this program is reviewed, it becomes evident that the vocational division of the Pittsburgh School System and the CETA prime sponsor have established a relationship that is geared to helping the youth in Pittsburgh. This relationship has taken several years to develop and much of the planning that took place is not recorded; therefore, if any other institution or agency wanted to develop a program such as this, there is little help either the educational agencies or the prime sponsor could provide.

Restructuring Paramedical Occupations

Boston, Massachusette

Youth Program Models and Innovations

A. Program Title: Restructuring Paramedical Occupations

B. Name of Operating Agency: Center for Medical Manpower Studies

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit __X__Education Agency _____Other (Specify)

C. Project Costs: $98,138 Per Person: $_____

D. Source of Funds: Direct Grant, Office of Research & Development, Department of Labor $_____

$_____

$_____

E. Number of Participants: Since 1972, approximate 100 individuals have been hired to fill the restructured positions.

F. Unique Feature(s) of Program: A review was made of paramedical occupations in the Cambridge Municipal Hospital. The comprehensive review permitted a thorough examination of occupations such as Nurse Aide, Licensed Practical Nurse and Registered Nurse. As a result of the study, paramedical occupations were restructured. The job/task analysis study led to the elimination of entry requirements which were a barrier to the placement of youth and minorities. This example of job restructuring created career mobility for youth and minorities.

G. Duration of Grant: The initial study, 31 months (6/69 - 1/72).

H. Major Program Goals and Objectives: The purpose of this program was to improve the utilization of health personnel through the restructuring of work and revisions of job requirements. The goal of the program was to improve upward mobility opportunities for paramedical health workers and to ensure equal employment opportunities for youth and minorities.

I. Prime Sponsor:

Director Not applicable.

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name Dr. Moris A. Horowitz

Organization The Center for Medical Manpower Studies, Department of Economics, Northeastern University

Address

Boston, Massachusetts 02115

Telephone Number 617/437-2870

K. PROGRAM DESCRIPTION: Based on a job/task analysis study, which reviewed the work performed by 179 paramedical workers, this program restructured the positions of Nurse Aide, Licensed Practical Nurse, and Registered Nurse. Previous to the restructuring, Nurse Aides, Licensed Practical Nurses and Registered Nurses had been performing the same duties. Furthermore, as a result of a complete analysis of job structures and job functions, three new paramedical positions were established. The new positions which were established were Nurse Assistant, Medical Assistant and Physical Assistant. The new positions were composed of tasks which assist the Licensed Practical Nurse in performing her duties. As a result of the restructuring of jobs and the establishment of new classifications, a career ladder was established. Nurse Aides may be promoted to Nurse Assistants, who may be promoted to Medical Assistants, who may be promoted to Physician Assistants. It was not necessary to have a high school diploma to fill the Nurse Aide position. This program eliminated completion of high school as an entry requirement. In-service training was facilitated by the professional hospital staff to ensure upward mobility to the individuals who filled the restructured positions.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: The elimination of a high school diploma as an entry requirement facilitated the hiring of youth and minorities, particularly for the lower level jobs. The new classifications which were established by the program, provided career opportunities to youth and minorities that did not require a professional degree, as had been the case for Licensed Practical Nurses and Registered Nurses.

M. RECRUITMENT/CLIENT PROFILE: The job restructuring program required a number of individuals who contributed to the overall methodology and program design. To conduct the analysis and process data, the staff consisted primarily of two project directors, statistical assistant support and various job interviewers/analysts. Additionally, medical supervisors and employees participated both in providing task data, and in giving technical advice regarding work flow and operating procedures. Many project workers were unskilled in job restructuring techniques, but with guidance were useful in collecting and processing the task data.

N. OUTCOMES TO DATE: As a result of this study, a personnel department was established at the Cambridge Municipal Hospital. The program's significant finding was that lack of upward mobility is a major cause of ineffective and wasteful use of paramedical manpower. Worker productivity was increased by the restructuring of work. For example, lower level personnel such as Nurse Aides and Nurse Assistants complemented and, in some cases, supplanted the use of Registered Nurses in lower level functions. In-service training has successfully contributed to preparing Nurse Aides, who are entry level personnel, to be promoted to the newly created position of Nurse Assistant. The Personnel Department recommended to hospital administration that special salary increases be offered to all paramedical personnel who are successfully promoted through the career ladder.

O. PROBLEMS/PROGRESS: At various stages of implementation, this job restructuring project was hampered by individuals resistant to change. This problem should be anticipated in any job restructuring effort. The program's removal of unnecessary education entry requirements and establishment of a paramedical career ladder has greatly benefited the youth and minorities who have filled the restructured positions.

P. IMPLEMENTATION HINTS: It is necessary to have the full cooperation of key hospital administration officials to implement a job restructuring project such as this one. Since professional unions are extremely influential, it is advisable to include the unions in the planning of the job restructuring effort. There must be a sincere commitment to the implementation effort of a job restructuring program.

O. GENERAL COMMENTS: This example of job restructuring provided many benefits to the hospital and employees. For example, job descriptions for each position have been written. A career ladder which provides benefits to youth and minorities without a high school diploma is the significant outcome of the program. Previous to the restructuring, the Nurse Aide position was a dead-end job. Worker satisfaction has been increased. Their program gives support to the fact that lack of upward mobility was a major cause of ineffective and wasteful use of manpower at the Cambridge Municipal Hospital. The technique of job restructuring may be applied to create a career ladder which assures effective and beneficial utilization of manpower.

Housing Authority Management Aide

Hoboken, New Jersey

Youth Program Models and Innovations

A. Program Title: Housing Authority Management Aide

B. Name of Operating Agency: Hopes, Inc.

_____Prime Sponsor _____Unit of Local Govt. __X__Pvt. Nonprofit
_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ 48,496 Per Person: $ 3,031

D. Source of Funds: National Council On The Aging $ _____
Department of Labor subcontractor $ _____
_____ $ _____

E. Number of Participants: 16

F. Unique Feature(s) of Program: This program, through job restructuring, developed a Housing Authority Management Aide position. The tasks which are performed by Housing Management Aides provide substantial benefits to the elderly citizens who live in the community's senior citizen housing. The services performed by Housing Management Aides provide the elderly citizens with the care and attention they require, and have offered the elderly residents an alternative to being institutionalized.

G. Duration of Grant: 12 months (July 1, 1978 - June 30, 1979)

H. Major Program Goals and Objectives: The objective of the program was to generate employment for low income persons in positions that eventually could be funded within the budget of the local housing authority.

I. Prime Sponsor:

Director Not applicable

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name J. Norman Wilson

Organization Executive Director
Hopes, Inc.

Address 916 Garden Street
Hoboken, New Jersey

Telephone Number 201/656-3711

K. PROGRAM DESCRIPTION: Housing Authority Project Managers did not have enough time to perform social and welfare service tasks. Therefore, the position of Housing Authority Project Manager was restructured in order to require project managers to perform only those tasks which were related to the physical operation and maintenance of the housing complex. The half-time position of Housing Authority Management Aide was created to perform the social and welfare service tasks. Management Aides were required to work under the direct supervision of a project manager. Management Aides were made responsible for assisting in improving tenant-management relations. Management Aides were required to interpret policy to tenants and also serve as a communications link between the tenants and management. Among the social and welfare service tasks for which management aides were made responsible are: supervising and coordinating shopping for the elderly residents; telephoning the sick daily to learn if any service or help is needed; maintaining a daily diary of activities; filling out preventive health service referral forms; assisting in providing transportation to medical facilities; and visiting the apartments of those residents who fail to answer a daily telephone check.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: The Housing Authority Management Aide program hired one program administrator to oversee the daily activities of the program and to perform the many clerical duties required to administer the program. The program administrator writes the program's progress reports and also provides counsel to all parties involved in the program.

M. RECRUITMENT/CLIENT PROFILE: This program hired individuals for the Housing Authority Management Aide position who could read and write at the junior high school level. A Management Aide was required to be tactful, warm, have an outgoing personality and be fully familiar with local community resources available to senior citizens. The program chose individuals who were indigenous to the target area and who, with little training, quickly were able to become familiar with the rules and regulations of the housing complex.

N. OUTCOMES TO DATE: The Housing Authority Management Aide program has been extremely successful. The elderly residents have benefited from the extra human attention they have received. Management Aides fulfill a minimum of 1,100 service requests per month. This program, through job restructuring, developed jobs which have proven to be truly worthwhile.

O. PROBLEMS/PROGRESS: The elderly population of the community has steadily increased throughout recent years. Last winter's three harsh snowfalls placed an especially great number of service demands on management aides. The program has proven that management aides are a valuable resource to elderly citizens. While the program has not been able to acquire placement for any Management Aide as a regular Local Housing Authority employee, there are signs which suggest this may happen in the near future. The program will continue to work towards that end.

P. IMPLEMENTATION HINTS: It is necessary to receive the full cooperation of the local housing authority commission to implement a program such as this one. One must take a thorough survey of the buildings and residents to determine how to best restructure the project manager's job and to determine the suitable number of management aides to hire. It is necessary to secure sufficient office space for the management aides within the housing complex. It is also necessary to hire one program administrator to oversee daily activities and offer counsel to all involved parties.

Q. GENERAL COMMENTS: This program is in fact a forerunner of the Congregate Housing Plan. The Congregate Housing bill which was recently passed by Congress supports the offering of social, human services in senior citizen housing projects. The Housing Authority Management Aide program offers many benefits to the elderly community. The use of management aides makes an alternative to institutionalized homes for the aging possible. While offering many benefits to the elderly community, this program makes available half-time positions which demand minimal education requirements. This example of job restructuring provides worthwhile employment for low skilled individuals who usually are the individuals who have the most difficulty in securing a job.

Office Occupations Clerk

Sacramento, California

Youth Program Models and Innovations

A. Program Title: Office Occupations Clerk

B. Name of Operating Agency: California State Personnel Board

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency __X__Other (Specify)
Unit of State Government

C. Project Costs: $ 76,800* Per Person: $_____

D. Source of Funds: State of California $_____

Career Opportunity Fund $_____

*If all participants are employed for 6 mos. as an Office Occupations Clerk $_____

E. Number of Participants: 17 (Current enrollment)

F. Unique Feature(s) of Program: This program has made a commitment to offer career development opportunities to individuals between 16 and 64 years of age who are mentally retarded. Since 1976, this program has provided career opportunities for the mentally retarded through job restructuring. The Office Occupations Clerk program restructured jobs to create training and employment opportunities which matched the mentally retarded persons' skills and abilities.

G. Duration of Grant: Information not available.

H. Major Program Goals and Objectives: This program's goal was to develop a job classification which recognized the need to provide job opportunities in which qualified retarded persons can function effectively and productively.

I. Prime Sponsor:

Director Not applicable.

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name Ms. Bonnie Grayhill,

Organization Section Supervisor
Departmental Services Unit 1
California State Personnel Board

Address 801 Capital Mall

Sacramento, California 95814

Telephone Number 916/445-7530

K. PROGRAM DESCRIPTION: This program restructured clerical positions to develop employment opportunities for the mentally retarded. The Office Occupations Clerk program utilized the technique of job restructuring through job/task analysis to develop the position of Office Occupations Clerk. Only persons with mental retardation or other similar intellectual impairment were hired for the Office Occupations Clerk position. Since the mentally retarded can perform well on the more limited, routine and repetitive tasks associated with an office occupation, Office Occupations Clerks were assigned the tasks which may be performed in accordance with detailed instructions and within specified guidelines and which require little exercise of judgment. Office Occupations Clerks were also provided on-the-job instructions. In this program, job restructuring through job/task analysis was applied to develop job opportunities which matched the abilities and limitations of the mentally retarded.

Typical tasks which were assigned to Office Occupations Clerks included sorting, checking, counting, matching and assembling materials; copying names and numbers from one source to another; folding materials and stuffing envelopes; doing alphabetical and numerical filing; opening, stamping, picking up and delivering mail; providing messenger service; helping stock and issuing supplies; packing and unpacking boxes and packages; making simple arithmetic calculations; keeping work and storage areas and equipment clean and orderly; typing lists and labels and filling in forms and making copies of printed or handwritten materials; operating such office equipment as adding, copying and processing machines; greeting people and/or telephoning to acquire information; referring callers or taking simple messages; and entering data on key punch machines.

This program was designed to facilitate the entry of mentally retarded persons into a variety of office occupations. The restructured position of Office Occupations Clerk prepared the program participant for higher level restructured office occupations within state government, but at the more advanced level individuals work without the close supervision and training which is offered by the Office Occupations Clerk program.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: All the work involved in this job restructuring effort was performed by the California State Personnel Department and the State Employment Development Department. The program was the result of the efforts of the two state agencies. The State Personnel Board developed the program, while the Employment Development Department did the recruitment for the restructured positions. This program was initiated and implemented entirely through in-house capabilities without the requirement of outside administrative or staff personnel.

M. RECRUITMENT/CLIENT PROFILE: Individuals which were hired to fill the Office Occupations Clerk position were mentally retarded and demonstrated acceptable job skills and work behavior. Though it was not required, successful completion of a formal training program for persons with mental retardation or similar intellectual impairment, sponsored or recognized by the Department of Rehabilitation was considered to be a valuable qualification. Among program participants there were included youths and minorities. All Office Occupations Clerks were required to demonstrate a willingness and ability to learn and perform the more limited, routine and repetitive tasks associated with an office occupation; follow oral, written and/or gestural instructions; and work with others in an office environment.

N. OUTCOMES TO DATE: The Office Occupations Clerk program has been successful in preparing individuals who are mentally retarded for promotion to higher level restructured office positions within state government. Nearly 100% of the Office Occupations Clerks have been promoted to more advanced level positions with less close supervision.

O. PROBLEMS/PROGRESS: Unwillingness to accept the handicapped has been the most serious difficulty encountered. However, the techniques of job restructuring through job/task analysis has proven to be a successful aid in developing worthwhile employment for mentally retarded persons.

P. IMPLEMENTATION HINTS: It is necessary to define the needs of the individuals who are going to fill the restructured positions. It is necessary to analyze their capabilities and to determine how their needs are going to be most beneficially satisfied. A program designed to develop job opportunities through job restructuring for the mentally retarded must acquire the full support of key individuals within the sponsoring agencies, as well as the employers involved in the effort. To gain the support of employers, it is useful to be able to make references to examples of successful placements of mentally retarded persons in restructured positions.

Q. GENERAL COMMENTS: This program exemplifies that the detailed technique of job restructuring through job/task analysis is a valuable aid in developing job opportunities for the mentally retarded. This program is able to address the needs of mentally retarded persons. Disabled persons do have abilities and when given the opportunity will perform to the best of their ability. Job restructuring may be utilized to develop jobs which match the knowledges, skills and abilities of retarded persons.

Electronics Technician Traineeship

Palo Alto, California

A. Program Title: Electronics Technician Traineeship

B. Name of Operating Agency: Hewlett-Packard Company

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit
__X__Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $_____ Per Person: $_____

D. Source of Funds: No special funding necessary. $_____
Salaries are paid by Hewlett- $_____
Packard Company $_____

E. Number of Participants: 40 (current enrollment)

F. Unique Feature(s) of Program: Hewlett-Packard applied the technique of job restructuring through job/task analysis to establish the Electronics Technician Traineeship program. Since 1968, this program has offered career opportunities for youth and minorities. This is a comprehensive program which allows individuals the opportunity to acquire the high technical competence necessary to become highly skilled electronics technicians.

G. Duration of Grant: On-going program sponsored by Hewlett-Packard Company. No grant funding was required.

H. Major Program Goals and Objectives: The program's objective was to provide career development opportunities at Hewlett-Packard in the electronics field. The program's goal was to standardize all Technician I and II traineeship positions and to develop highly skilled employees for Hewlett-Packard's rapidly growing production areas.

I. Prime Sponsor:

Director Not applicable

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name Mr. Ed Churka

Organization Hewlett-Packard
Stanford Park Division

Address 1501 Page Mill Road
Palo Alto, California 94304

Telephone Number 415/856-4136

K. PROGRAM DESCRIPTION: The Electronics Technician Traineeship program conducted a job/task analysis study to restructure electronics technical jobs in order to develop traineeship positions. The Electronics Technical Traineeship program requires four years to complete. Electronics Technical Trainees learn basic skills through performing the tasks of the restructured Technician I and II jobs and are rotated progressively through more complex work processes to develop proficiency in performing higher level tasks.

Electronics Technician Trainees perform the following tasks on a rotational basis: wiring and soldering; printed circuit assembly; mechanical inspection; production testing; troubleshooting; calibration; instrument maintenance; engineering assistance; and customer instrument repair. Each trainee is rotated through various areas based on demonstrated proficiency in each area and the availability of restructured positions. Electronics Technician Trainees are required to also undertake related course work at a junior college. The cost of all required textbooks, lab fees, and tuitions are paid by Hewlett-Packard. Electronics Technician Trainees are required to perform satisfactorily in their academic course work (with grades of C or better). It is the responsibility of the trainees to schedule academic courses on their personal time and within the limitations of Hewlett-Packard's flexitime plan.

The first two years of the program comprises Phase I. A trainee may elect to remain at that level and accept the position of Electronics Technician I. Phase II is comprised of further course work and work experience in restructured higher level rotational areas. Phase II allows Electronics Technicians I the opportunity to upgrade their skills to the Technician II level.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: The job restructuring effort was conducted by job analysts from the Corporate Personnel Department. The job analysts worked closely with an Electronics Technician Supervisor who was responsible for the content of job descriptions. The Electronics Technician Traineeship program required one chief coordinator to provide overall direction for the program.

M. RECRUITMENT/CLIENT PROFILE: The large majority of Electronics Technician Trainees are minority youth. Eighty percent of the program participants are Chicanos, Asians and Filipinos. Of all program participants, sixty percent are women. The requirements to qualify for the program are: a highschool education or equivalent and a minimum of six months active service with Hewlett-Packard. Most program participants had formerly been employed at Hewlett-Packard as janitors, clerks, receptionists, secretaries, etc.

N. OUTCOMES TO DATE: The Electronics Technician Traineeship program is a successful program. One third of all new Hewlett-Packard Technicians have been Electronics Technician Trainees. Most program participants have moved on to the supervisory level. The program's dropout rate is only two percent. The job restructuring effort through job/task analysis has given Hewlett-Packard the opportunity to standardize all Technician I and II training and to implement good comprehensive traineeship opportunities.

O. PROBLEMS/PROGRESS: The program has not encountered any major problems. Instead, the program has more than fulfilled the company's need for highly skilled technicians.

P. IMPLEMENTATION HINTS: This example of job restructuring through job/task analysis for the purpose of developing traineeship opportunities can be successfully replicated if the job/task analysis is conducted carefully. It is necessary to fully analyze the position and whole work process to be restructured in order to identify accurately the most appropriate tasks to assign trainees throughout the different rotational work components of the program. The traineeship position must address a need and the number of traineeship slots must be realistically calculated. The cooperation of junior colleges is relatively easy to obtain, since most junior colleges will judge a program that offers secure employment opportunities worthwhile. It is also necessary to extensively advertise the program.

Q. GENERAL COMMENTS: This is an exceptionally well designed job restructuring traineeship effort. Most importantly, the program offers substantial benefits to minority youth. Electronics Technician Trainees are able to acquire skills which will, in all likelihood, assure them secure employment opportunities throughout their working careers.

Management Service Assistant

Sacramento, California

Youth Program Models and Innovations

A. Program Title: Management Services Assistant

B. Name of Operating Agency: California State Personnel Board

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency __X__Other (Specify) Unit of State Government

C. Project Costs: $ 295,800* Per Person: $ _____

D. Source of Funds: State of California (general fund) $ _____

*If all 57 participants are employed for 6 mos. as a Management Services Assistant. $ _____

$ _____

E. Number of Participants: 57 (Current Enrollment)

F. Unique Feature(s) of Program: This program utilized the technique of job restructuring to establish and implement upward mobility/career development opportunities. This program made it possible for clerical personnel to move from low paying jobs with minimal career opportunities into higher paying management services positions with broader career options.

G. Duration of Grant: On-going program

H. Major Program Goals and Objectives: This program's goal was to create maximum upward mobility/career development options for clerical personnel to provide clerical personnel on the job opportunities to upgrade their skills in order for them to perform management services tasks.

I. Prime Sponsor:

Director Not applicable

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name Mrs. Bonnie Grayhill, Section Supervisor

Organization Departmental Services Unit 1

California State Personnel Board

Address 801 Capital Mall

Sacramento, California 95814

Telephone Number 916/445-7530

K. PROGRAM DESCRIPTION: This upward mobility program provides career development opportunities for individuals who formerly were employed in low paying clerical jobs which did not offer opportunities for advancement. The Management Services Assistant classification was developed through job restructuring to serve as a "bridge" position. Though the program was not designed to solely benefit women, it was primarily women who were hired to fill the restructured Management Services Assistant positions. This program restructured management positions in areas such as: Employment Relations; Business Services; Tax Compliance; Accounting; Data Processing; Budgeting and Auditing; and Program Analysis to develop traineeship positions composed of the simpler tasks of each of those management services areas. Management Services Assistants perform the least complex tasks involved in a single management service area under close supervision and with on-the-job instruction. The Management Services Assistant position was developed to familiarize clerical personnel with management tasks. It is the intention of the program to promote Management Services Assistants to higher management services technician levels within state public sector employment.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: The Management Services Assistant program was developed by the California State Personnel Board. A staff of eight job analysts in the Personnel Board's Career Development Unit designed the job restructuring effort. The State Employment Development Department coordinated the recruitment effort for the restructured positions. Both the State Personnel Board and the Employment Development Department ensured that career counselors were accessible to all Management Services Assistants to serve their needs and explain the career options available to Management Services Assistants.

M. RECRUITMENT/CLIENT PROFILE: This program primarily hired women and minorities to fill the restructured positions. Management Services Assistants were required to have average high school level knowledge of arithmetic, spelling, grammar, punctuation and modern English usage. Management Services Assistants were also required to have the ability to learn rapidly, follow directions, communicate effectively, use good work habits, such as punctuality, neatness and dependability.

N. OUTCOMES TO DATE: The Management Services Assistants program is truly a successful program. Nearly 100% of program participants have made transition to higher level management services positions. Management Services Assistants have demonstrated a willingness to accept increasing responsibilities, and have demonstrated aptitude for performing management services tasks.

O. PROBLEMS/PROGRESS: Progress reports support that the upward mobility through job restructuring effort was a success. The program has not encountered any major difficulties. All the individuals involved in the program have faithfully cooperated to make the program work.

P. IMPLEMENTATION HINTS: In order to have an effective upward mobility program and in order to maintain reasonable program objectives, an upward mobility program needs to institutionalize a systematic process for assessing needs, resources, and progress. An upward mobility program should clearly define its intent and objectives. Roles, responsibilities, action steps and target dates also need to be well defined. The individuals hired to fill the restructured positions require guidance and counseling. A program must monitor progress and make self-assessments to assure good faith efforts are being made.

Q. GENERAL COMMENTS: The Management Services Assistant program illustrates that job restructuring through job/task analysis is a useful tool for developing a good "bridge" position which offers advancement opportunities to women and minorities. This program provides upward mobility options to women and minorities who formerly had held deadend low-paying clerical jobs. This example of job restructuring can serve as one solution for employers trying to fulfill affirmative action goals.

Warehousing and Supply Assistant

Sacramento, California

Youth Program Models and Innovations

A. Program Title: Warehousing and Supply Assistant

B. Name of Operating Agency: California Board of Personnel

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency __X__Other (Specify) Unit of State Government

C. Project Costs: $51,900* Per Person: $_____

D. Source of Funds: State Career Development Opportunity Fund--Work Incentive Program (WIN) $_____

$_____

*If all 10 participants are employed for 6 mos. as a Warehousing and Supply Assistant. $_____

E. Number of Participants: 10

F. Unique Feature(s) of Program: This program utilized the technique of job restructuring to establish a subentry level classification. The application of job restructuring and on-the job training has made possible the hiring of individuals without skills and experience to perform subentry level warehousing and supply work tasks. In this program most participants have acquired sufficient proficiency in the performance of their tasks to be promoted to the journey worker level.

G. Duration of Grant: On-going program

H. Major Program Goals and Objectives: The goal of this job restructuring program was to offer employment and training opportunities to disadvantaged individuals. The individuals who were hired to fill the Warehousing and Supply Assistant position could not have otherwise met the requirements for a warehouse and supply work journey level classification.

I. Prime Sponsor:

Director Not Applicable

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name Ms. Bonnie Grayhill, Section Supervisor

Organization Departmental Services Unit 1
California State Personnel Board

Address 801 Capital Mall
Sacramento, California 95814

Telephone Number 916/445-7530

K. PROGRAM DESCRIPTION: The technique of job restructuring through job/task analysis was applied by this program to restructure the jobs of warehousing and supply journey level workers to create a service assistant position. This program identified and assigned to Warehousing and Supply Assistants the warehousing and supply tasks which an inexperienced assistant could perform under supervision, while journey level workers were made responsible for the higher level responsibilities and more complex tasks. Employees in this restructured job perform productive tasks in warehousing or supply management. Warehousing and Supply Assistants perform a variety of routine warehousing or supply handling activities. Warehousing and Supply Assistants are required to assist journey level workers in the less skilled and less technical tasks of unloading, checking, protecting, storing and moving materials in, around and from a warehouse or stockroom; keep work and storage areas and equipment clean and orderly by removing waste materials and placing materials in their proper place; obtain, set up and replace loading equipment; keep shipping devices and supplies ready for use by filling devices with adhesive tape, water or wrapping paper; stock supplies as needed; learn to operate scales accurately and to complete records; learn the safe use and care of work aids, including motorized forklifts; learn the function and processing of forms such as bills of lading, stock receipts, over-short or damage reports, purchase orders, back orders and requisitions; load and unload trucks and freight cars; learn palletizing methods, stock array systems and packaging standards and conventions; relay messages and carry paperwork between work crews and work stations; help guide trucks to proper loading dock and open and close warehouse doors as requested. It is anticipated that most warehousing and supply assistants will be promoted to the journey worker level based on performance. However, warehousing and supply assistants who can perform satisfactorily the requirements of their position, but whose limited growth potential restricts their ability to perform satisfactorily at the journey worker level will continue employment as warehousing and supply assistants.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: As with most job restructuring career opportunity development programs administered by the State, the Warehousing and Supply Assistant program was developed by the State Personnel Board. The State Employment Development Department coordinated the recruitment effort for the restructured position. The program was developed and implemented without any outside source of aid or consultation.

M. RECRUITMENT/CLIENT PROFILE: This program primarily hired minority youth with the following personal characteristics: physical strength, stamina and interest in performing heavy physical labor quickly and efficiently; capacity to lift and carry weights of at least 35 pounds; bend, stoop, stretch and turn; willingness and ability to accept responsibility, develop good work habits and demonstrate self-improvement; work well with others; punctuality and dependability; and a class three drivers license. Warehousing and Supply Assistants were also required to have the ability to comply with safety rules; follow oral, written and gestural directions.

N. OUTCOMES TO DATE: The program has been nearly 100% successful in preparing Warehousing and Supply Assistants for promotion to the journey worker level. Warehousing and Supply Assistants have acquired knowledge of common tools, forms, equipment and work aids used in warehousing and supply handling operations.

O. PROBLEMS/PROGRESS: This example of job restructuring has been successful because Warehousing and Supply Assistants have greatly contributed to a better organized work flow. Warehousing and supply journey worker level employees have been more productive as a result of the tasks which are performed by Warehousing and Supply Assistants. This program makes evident that job restructuring can contribute to increased productivity.

P. IMPLEMENTATION HINTS: The Warehousing and Supply Assistant program exemplifies how beneficial it may be for employers to restructure jobs, where possible to develop subentry level positions to employ youth and minorities. Most importantly, this program illustrates how job restructuring provides an employer with benefits such as increased productivity and better organized work flow. It is vital to gain support for a job restructuring effort such as this one, to explain to the employer all the benefits that can be derived from the restructuring of jobs, as opposed to appealing to the employers social conscience.

Q. GENERAL COMMENTS: The Warehousing and Supply Assistant program combines the efforts of a state agency and a federal employment and training program (WIN) to increase employment options among the disadvantaged. The Warehousing and Supply Assistant program makes job opportunities available to individuals otherwise discounted in the labor market. This program developed a position, through job restructuring, composed of tasks that can be performed by an unskilled person. This example of job restructuring is particularly beneficial to youth. The unskilled individual truly profits by learning how to do the tasks. Job restructuring is a technique which may be applied to develop jobs that allow the person hired for the job to acquire new skills, while simultaneously providing benefits to the employer.

FROM DREAMS TO REALITY:A Career Awareness/Exploration Program for Girls 12-17 years old

New York, New york

Youth Program Models and Innovations

A. Program Title: FROM DREAMS TO REALITY:A Career Awareness/Exploration Program for Girls 12-17 years old.

B. Name of Operating Agency: Girl Scouts of the United States of America.

_____Prime Sponsor _____Unit of Local Govt. __X__Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ 283,599.00 Per Person: $ 1.03

D. Source of Funds: Dept. of Health, Education & Welfare, $ _____

U.S. Office of Education, Office of Career Education; $ 140,000.00

Girl Scouts of the U.S.A. $ 143,599.00

E. Number of Participants: 275,000 +

F. Unique Feature(s) of Program:

This program presents a non-sex-stereotyped approach to career education in a community-based, non-traditional, informal setting.

G. Duration of Grant: October 1, 1978 - September 30, 1979

H. Major Program Goals and Objectives: The 1976-1977 grant developed programs and materials to encourage girls to examine their career-related values, interests, and abilities; explore a wide variety of careers; consider career possibilities for themselves; strengthen their self-confidence; learn problem-solving and decision-making skills; develop positive attitudes toward career choices for women; and explore careers in their community.

The intent of the 1978-1979 dissemination grant is to communicate non-sex-stereotyped career education philosophy, methodology, and program activities to all 347 Girl Scout Councils and to educational, professional, community and women's organizations.

I. Prime Sponsor:

Director _____

Organization _____

Address _____

Telephone Number _____

J. Contact Person:

Name Nancy Garfield, Career Educ. Proj. Dir.

Organization Girl Scouts of the U.S.A.

Address 830 Third Avenue
New York, New York 10022

Telephone Number (212) 940-7514

K. PROGRAM DESCRIPTION: At the end of the 1976-1977 grant, Girl Scouts of the U.S.A., using the evaluations and recommendations of the evaluator, Dr. David Zimpfer, Associate Professor, University of Rochester, Department of Guidance and Student Personnel, revised the materials for publication and sale.

The grant for 1978-1979 has been given to communicate and disseminate the career awareness/exploration program developed in 1976-1977 and is currently available for use by the 12-17 year old group.

The set of program materials are as follows:

The Activity Book, ADVENTURES IN CAREERS, can be used in groups or individually. Its four sections cover career awareness, career exploration, career experiences through career speakers and work site visits, and career experiences through actual work.

The CAREER CARDS used with the book feature 80 women in non-sex-stereotyped careers. The reverse of each card has pertinent information about that career. There are also 15 blank career cards which can be used to expand the deck by adding additional career people who can serve as role models in their local communities.

The LEADERS' GUIDE helps the adult leader to motivate girls and get them started in the program.

The girls will be involved in work experiences with the community which will provide lecturers, opportunities to shadow a particular career person, or a chance to participate in internships in an actual career, paid or unpaid. The COUNCIL GUIDE suggests ways for the Girl Scout Council to prepare and implement this part of the program. The COUNCIL GUIDE is transferable to any organization using this program, and describes the necessary steps to take in setting up the program in any community as part of a coordinated collaborative effort.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: The project requires a Career Education Coordinator within each local affiliate of any organization that chooses to use this program. The Career Education Coordinator would train Trainers who would train local leadership to administer the program. In Girl Scouting this would consist largely of professional Girl Scout personnel working with volunteers such as neighborhood chairpersons and Girl Scout leaders who work with Girl Scout troops across the nation.

School teachers, guidance counselors, youth workers, voluntary agencies, parents and career people from business/industry/labor can all be involved in the use of this program with youth.

M. RECRUITMENT/CLIENT PROFILE: Characteristics of those enrolled and to be enrolled: Girls, ages 12 to 17
Girls and boys, ages 12 to 17
All races and the handicapped
All economic groups

N. OUTCOMES TO DATE: This program was tested nationwide under the U.S. Office of Education, Office of Career Education 1976-1977 grant with 3,500 Girl Scouts ages 12 to 17 at 35 Council sites. The girls who used these materials showed a significant increase in independent career exploration and greater career awareness. They demonstrated enthusiasm by using all their troop time on the project rather than the one half required by the evaluator.

O. PROBLEMS/PROGRESS: In group situations with a local voluntary organization, the coordination and collaborative efforts in the community require a career education coordinator who can work on placement of youth, scheduling of field trips to work sites, providing career speakers and other areas of logistics, timing, and planning required for implementation of this program.

P. IMPLEMENTATION HINTS: Order FROM DREAMS TO REALITY: Adventures in Careers, (Cat. #20-810, $2.00); Career Cards, (Cat. #20-811, $2.25); Leaders' Guide, (Cat. #20-812, $1.00) from the National Equipment Service, 830 Third Avenue, New York, NY 10022.

Order The Council Guide from Ms. Mary Gilmore, Program Department, Girl Scouts of the U.S.A., 830 Third Avenue, New York, NY 10022. Enclose check for $1.50 and note on it"account #C110-01-399".

Q. ADDITIONAL COMMENTS: The particular success of this project stems from its simplicity, its low cost materials and the universality of its adaptive properties for many diverse population groups. This non-sex-stereotyped approach to women and work offers females an opportunity to discover their own career potential through exploration into non-traditional and untried as well as customary areas of work.

Occupational Information Systems (OIS)

Winooski, Vermont

Youth Program Models and Innovations

A. Program Title: Occupational Information Systems (OIS)

B. Name of Operating Agency: Champlain Valley Work and Training Program (CVWTP)

_____Prime Sponsor _____Unit of Local Govt. __X__Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ 50,000 Per Person: $ N/A

D. Source of Funds: CETA Title III, Governors 5% $ _____

_____ $ _____

_____ $ _____

E. Number of Participants: 1651

F. Unique Feature(s) of Program:

Occupational Information Systems (OIS), a clearinghouse for labor market and occupational information, was created to meet the occupational exploration and vocational assessment needs of rural out-of-school and in-school youth. Adequate up-to-date labor market and occupational information relevant to Vermont youth is limited. The information that is available is not readily accessible to out-of-school youth living in wide scattered rural communities.

OIS is unique in that it is a user-operated project. Out-of-school YETP participants are involved in the preview and selection of OIS multi-media materials. YETP participants act as library assistants in local program operator offices in ten areas around the state. These youth provide information and fill requests for OIS materials in the area, in addition to aiding in mobile outreach efforts.

G. Duration of Grant: October 1, 1978 - September 30, 1979

H. Major Program Goals and Objectives:

The major focus of the OIS project is to increase world of work orientation among Vermont's in-school and out-of-school youth.

- To provide readily accessible, relevant and up-to-date labor market and occupational information to both in-school and out-of-school youth
- To expand the media and materials resources available through OIS
- To develop a mobile OIS outreach unit
- To develop inter-organizational linkages to ensure effective outreach and materials utilization by youth in outlying rural communities.

I. Prime Sponsor:

Director Sandra Dragon

Organization Vermont Comprehensive Employment and Training Office

Address State Office Building
Montpelier, Vermont 05602

Telephone Number 802-241-2500

J. Contact Person:

Name Tony Federico, Youth Coordinator

Organization Champlain Valley Work and Training Program

Address P.O. Box 185
Winooski, Vermont 05404

Telephone Number 802-655-2334

K. Program Description:

OIS was funded in FY '78 as a Governor's Grant Project to provide labor market and occupational information to out-of-school and in-school youth, and local education agencies. CETA youth employment and training program participants are given first consideration when providing information, although non CETA eligible youth may also utilize OIS.

A clearinghouse of occupational materials varying from books and bound papers to filmstrips, cassette tapes, slide presentations and transparencies was compiled in FY '78 by the Champlain Valley Work and Training Program (CVWTP). The project will be expanded in FY '79 to include a mobile outreach unit. Materials cover such areas as occupations, career planning, job hunting, job placement, labor markets, employment, world of work orientation and CETA programs. A catalogue of available materials has been developed and distributed to all interested agencies including local program operators, libraries, education agencies and other youth related services agencies.

All materials are previewed by YETP participants and staff and selected for use based on their relevancy to youth living in a rural region and the local job market.

A statewide dissemination system has been developed utilizing the ten local CVWTP offices.

Administrative and Staffing Requirements:

- One full-time OIS Trainer/Driver (PSE participant) in charge of the mobile unit. The primary function of the OIS mobile unit will be the dissemination of labor market and occupational information and assistance in translating the information to related employment and training programs for Vermont youth. The mobile unit will be supplied and equipped with information on CETA funded programs, other Department of Labor and HEW programs, in addition to vocational self-assessment activities, audio visual materials and any additional materials depending on the group who will be using OIS. The Trainer/Driver will be responsible for arranging and providing mobile services to rural communities.
- Ten full-time OIS Library Assistants, (YETP participants) who act as aides to the Trainer/Driver and serve as liaisons between the clearinghouse and the youth in Vermont communities. The library assistant in each local office handles all requests, information, and questions regarding OIS, and assists other youth and agencies in utilizing the materials.
- One Evaluation and Technical Assistance Consultant working under contract from the University of Vermont.

Supportive Personnel (paid by CVWTP)

- Youth Programs Coordinator
- OIS Outreach Worker - who provides assistance to local CVWTP offices and ensures that materials are being used in a consistent manner in each location.
- Program Planner and Developer

M. Recruitment/Client Profile:

By the nature of the program it is difficult to assess the numbers of youth served. However, approximately 1651 received OIS services as of October 31, 1978.

N. Outcomes to Date:

CVWTP is in the process of evaluating OIS to determine project outcomes. OIS has improved and expanded information support for programs in education, employment, and training by providing in-school and out-of-school youth, local education agencies, libraries and other youth-related service agencies with increased labor market and occupational information that otherwise would not have been available.

OIS has aided in more effective and productive employability development of youth in employment and training programs through the use of multi media materials.

Thirteen of fifteen OIS library assistants have terminated positively as a result of working with the program.

O. Problems/Progress:

Due to the unavailability of CETA funds, the purchase and utilization of the OIS mobile outreach unit has been delayed.

The time involved in ordering, previewing and selecting relevant, up-to-date materials has been a minor problem as it reduces the quantity and diversity of resources available. Turnover rates of Library Assistants (YETP participants) was also cited as a problem as new assistants have to be trained which takes a lot of time. However, 15 of the 17 youth who left the program did so to take unsubsidized jobs or return to school.

CVWTP staff has contacted various local education agencies, including vocational-technical schools, colleges, other CETA contractors, and youth services agencies statewide to make them aware of OIS, goals and services. Representatives from career education, vocational education, college placement, adult basic education and two school superintendents act as an advisory board to OIS. This board provides information, ideas, and coordination on the different project efforts in an effort to avoid duplication.

P. Implementation Hints:

For effective implementation of an occupational information system, it is essential that all materials are up-to-date and relevant to local youth and the job market. Youth involvement in the preview and selection of the materials is also important, as is the availability of an outreach worker to provide technical assistance to local offices and to ensure that materials are used consistently at each site.

Motivating and encouraging agencies to get involved with the project and develop it as an on-going process is also very important.

Q. General Comments:

OIS will be evaluated by internal and external evaluators. Quantitative measurements will focus on determining the projects impact i.e., the number of youth that used the employment and training related materials because the project presented them with a new service rather than just a user frequency count.

The project will also be evaluated in terms of stated goals and objectives. It will address content and systematic factors such as cost effectiveness, time effectiveness, circulation, individual users, user agencies, planning, selection, staffing, scheduling, utilization and maintenance.

Internal evaluators include but are not limited to: OIS Trainer/Driver, OIS Library Assistant, Program Evaluation Coordinator, Youth Programs Coordinator, and YETP Participants.

External evaluation will be done by employment and education professionals who are required to conduct first-hand observations of materials utilization and the mobile unit and to interview members of the project staff.

CVWIP plans to continue funding OIS through interagency funds after FY '79.

Faywood Hot Springs Project

Silver City, NM

Youth Program Models and Innovations

A. Program Title: Faywood Hot Springs Project

B. Name of Operating Agency: Southwest New Mexico Service to Handicapped Children and Adults, Inc. (SWSH)

_____Prime Sponsor _____Unit of Local Govt. __X__Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ 54,390 Per Person: $ 4,532

D. Source of Funds: BOS YCCIP $ 54,390

_____ $ _____

_____ $ _____

E. Number of Participants: 12

F. Unique Feature(s) of Program: This project is designed to develop 32 acres of land surrounding and including the Faywood Hot Springs as a theraputic center for the handicapped, a native plant nursery and a public recreation area. CETA participants are involved in construction and native plant landscaping of both the theraputic and public recreation areas. The area for the physically handicapped includes theraputic pools with wheel chair access, campsites and hygiene facilities. In addition, the native plan nursery component of this program assists in the reclamation of a national and historic resource constructing a geothermic greenhouse to cultivate native grasses and plants. These plants will be sold to the public, and used for landscaping previously barren areas of New Mexico countryside. Another feature of this project is the community involvement and commitment--a large copper company donated the land for the park and the building supplies and materials were contributed by area merchants.

G. Duration of Grant: November 1, 1978 to July 31, 1979

H. Major Program Goals and Objectives: One of the goals of the Faywood project is to provide employment opportunities to disadvantaged youth in Grant County, New Mexico. The youth will assist in developing the recreation facilities and improvement of New Mexico's natural resources. The worksite will teach the participants skills to help them enter the competitive job market. The youth will receive work experience and training in the following areas: construction, horticulture, land filling, and landscaping.

I. Prime Sponsor:

Director Fernando E. C. DeBaca

Organization New Mexico Department of Human Services

Address P.O. Box 2348 Santa Fe, NM 87503

Telephone Number _____

J. Contact Person:

Name Jewell M. Burk

Organization SWSH 309 West College

Address Silver City, NM 88061

Telephone Number 505/388-1976

K. Program Description:

Under the guidance of SWSH personnel, the Faywood project when completed will consist of a complex to include a public recreation area with two bathing pools, spring-heated greenhouses, and a therapeutic pool and campground for handicapped individuals. The bulk of the groundwork and construction is being done by the CETA participants, with much of the materials being donated by local volunteers. This project is expected to be completed within three years.

There is one crew consisiting of 12 out-of-school CETA-eligible participants with one supervisor knowledgable in training and supervising disadvantaged youth. Each participant will receive personal and vocational guidance with an appropriate counseling program incorporating individual and group sessions for a maximum of three hours per week. In addition, the youths will receive training and experience in the use of constructive tools, horticulture and landscaping.

L. Administrative and Staffing Requirements:

Project Coordinator: serves as liaison with the CETA BOS Planner; supervises and coordinates the activities of the staff and participants.

Supervisor: Knowledgable in training and supervising disadvantaged youth; responsible for operation of native plant nursery; maintains profile records on participants; trains and instructs youth in plant nursery operations, landscaping and related skills.

Site Supervisor: has experience with training disadvantaged youth; supervises youth on-site in all areas of construction, maintenance and use of tools.

Counselor: responsible for psychological evaluation of participants and maintains records and follow-ups on each youth; provides personal and vocational counseling, both group and individual sessions for a maximum of three hours each week.

M. Recruitment/Client Profile:

Eligible youth are referred to SWSH by the Human Services Division, Area Office Employment Service. All participants are Spanish-speaking males, between the ages of 17-19, and are out-of-school. Only two of the 12 are high school graduates. Eleven are Hispanic and one is Caucasian; and four are emotionally mentally handicapped.

N. Outcomes to Date:

This is the second year of the project. The first year was devoted to a general cleaning up and restoration of a downtown river bed area called the Big Ditch, and the construction of a barbed wire fence around the Faywood site. So far this year, the youth have removed tons of trash and litter from the Faywood park site and constructed four outdoor toilets.

In addition to the manual labor involved, the youth have expressed to their supervisor in group counseling sessions a sense of pride and motivation regarding the project. They feel they are making significant contributions not only to the community, but to themselves as well.

O. Problems/Progress:

The weather was cited as one of the major problems associated with the project. Primarily, all the activities at the site are outdoor labor functions. When the weather is inclement, the participants are moved to the native plant nursery where they work with the seedlings or transplant grasses to sheltered areas near the greenhouse. One great area of progress was that the youth worked together as a team in the constructing of facilities at the Hot Spring project. For many of the youth, this was their first exposure to such a situation, and many found the spirit of cooperation in a work environment to be extremely satisfying.

P. Implementation Hints:

Implementation hints consisted of stressing the concept that the youth should be supervised, but also on their own, and the on-site staff personnel be perminate agency staff. SWSH also felt it was important that they reserved the right to accept or reject any applicants the ES sent them for consideration in order to insure a good work experience for participants and so participants would feel they had gone thru an actual job application and interview process.

Q. General Comments:

This project gave youth who ordinarily would have been undirected and on the streets a chance to develop a sense of pride in what they have accomplished, as well as a responsibility for the care and maintenance of the completed park.

Youth Employment Demonstration Program (YEDP)

Wilmington, Delaware

Youth Program Models and Innovations

A. Program Title: Youth Employment Demonstration Program (YEDP)

B. Name of Operating Agency: New Castle County Vocational Technical School District

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit __X__Education Agency _____Other (Specify)

C. Project Costs: $ 290,522 Per Person: $ _____

D. Source of Funds: New Castle County (BOS) YETP FY79 $ 131,576

Wilmington, City YETP FY79 $ 158,946

_____ $ _____

E. Number of Participants: 300 FY 79

F. Unique Feature(s) of Program:

This YEDP program was developed and funded under the Governors' 5% Statewide Youth Grant and the City of Wilmington YETP in FY78 for Wilmington residents only. In FY79 the program was funded jointly by New Castle County (BOS) and Wilmington YETP funds as the school district serves two prime sponsor jurisdictions. This program is also a partial prototype for Jobs for Delaware Graduates, Inc. (JDG) (See Section Q for additional information). JDG is a proposed Statewide comprehensive program of counseling, motivational training, career orientation, vocational education, job placement and follow-up for every junior and senior high school student in the state. In addition, this program links the education system, community resources and employment and training programs in order to meet the needs of Delaware Youth as they move from school to work.

G. Duration of Grant: 12 months - 10/1/78 - 9/30/79

H. Major Program Goals and Objectives:

1. To organize and implement a client intake system
2. To establish and implement a behaviorally oriented training program for the participants
3. To establish a comprehensive connecting component providing direct service to participants
4. To incorporate and implement a comprehensive job placement component
5. To initiate the establishment of a Comprehensive Career Information Center for YEDP
6. To develop and implement a career exploration program

I. Prime Sponsor:

Director Charles Hayward

Organization Division of Manpower Development
City of Wilmington

Address 7th Floor, 800 French Street
Wilmington, Delaware 19801

Telephone Number (302) 571-4135

J. Contact Person:

Name Deborah W. Neff

Organization Office of the Governor
State Office Building

Address 820 French Street
Wilmington, Delaware 19801

Telephone Number (302) 571-3210

K. Program Description:

In cooperation with seven New Castle County high schools, the YEDP project selected 300 high school seniors, juniors and dropouts. The youth are provided intensive counseling, training, placement and follow-up services to assist them in finding career oriented employment and/or entrance into formal training programs which, upon completion, will lead to regular employment.

The program proposed that these selected youth be:

- stimulated to complete their secondary education
- motivated to prepare for, obtain and maintain regular, unsubsidized employment through a cooperative effort involving the education, businesses and local communities.

The program segments include:

1. Career assessment and exploration via intensive counseling sessions
2. Intensive testing, counseling, job readiness and development and a follow-up program
3. Skill training in occupational areas compatible to individual career interest and abilities
4. Provide job application, test and interview techniques training
5. Provide assistance and guidance in developing individual career plans
6. Offer services leading to completion of high school diploma or GED

L. Administrative and Staffing Requirements:

One full time coordinator with responsibility for all administrative functions and liaison with CETA coordinator.

Three full time counselors responsible for testing, locating career interest areas of youth and to determine skill levels.

Three full time job developers responsible for locating jobs; conducting job application, test and interview techniques training; placement; works with counselors in determining career interests of the youth and follow-up program.

One member of the staff is both a job developer and a counselor.

The job developers and counselors utilize a team approach to job readiness.

One full time secretary.

Advisory Committee of 8 members for the purpose of integrating educational, business and community involvement, participation and cooperation.

M. Recruitment/Client Profile:

Based on the screening and selection process, the final 300 participants were all seniors, juniors and dropouts who were:

1. From the bottom 50% of their class
2. Drop out prone
3. Terminal Graduates
4. Without Career Direction
5. 50% black with an equal mix of males and females

N. Outcomes to Date:

In last year's program, 144 out of 200 participants had positive termination either with regular career oriented employment or enrollment in a skills training program.

According to Project Director Walter Kearney, "It is the purpose of the YEDP to not only provide a direct service to the client, but to establish the image and purpose of YEDP in the eyes of the employment community. Needless to say, both were accomplished."

A Career Resource Room was established and appropriate materials, publications, and audio visual aids were purchased for use by participants and staff.

O. Problems/Progress:

A five-week teachers' strike beginning October 16, 1978 coupled with the expansion of the program to include the newly desegregated county-wide district greatly handicapped program start-up. Since shcool wasn't in progress, it was difficult to locate potential program participants.

Late arrival of eligibility forms from the City of Wilmington, required the staff complete these forms many weeks after the original interviews had been conducted. Not only was this task time consuming, but it was also very difficult to reconstruct the original youth interviews.

Progress was noted in that cooperative efforts were generated and total support received from the local, state and federal CETA offices. Other youth programs such as the Wilmington Motivational Center, provided the staff with potential participant contact and offered their services that assisted in the screening process.

P. Implementation Hints:

The key to effective program implementation is cooperation and support from businesses, industry and the educational communities. Placing members from these areas on the Advisory Committee helps to connect the goals and objectives of the program to the needs of the community, and in the identification and assessment of community needs. Matching the needs of the youth to the needs of the community is an important aspect of effective program implementation.

Q. General Comments:

As was mentioned in Section F, this YEDP program is considered a partial prototype for Jobs for Delaware Graduates, Inc. (JDG). While YEDP is a comprehensive program for economically disadvantaged youth, JDG is a proposed statewide, comprehensive program of counseling, motivational training, career orientation, vocational education, job placement and training, career orientation, vocational education, job placement and follow-up for every junior and senior public high school student in the State of Delaware. Governor Du Pont orgnized five Task Forces which provided the leadership for the development of the public service corporation JDG. The JDG program is designed to achieve job placement in the private sector for Delaware high school graudates. The YEDP program, a partial prototype for JDG, has provided these services to 200 economically disadvantaged participants in FY78, and an estimated 300 in FY79.

Computer Operator Trainee Program

Eureka, California

Youth Program Models and Innovations

A. Program Title: Computer Operator Trainee Program

B. Name of Operating Agency: County of Humboldt, California

_____Prime Sponsor ____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency __X__Other (Specify)
Unit of State Government

C. Project Costs: $_____ Per Person: $14,943*

D. Source of Funds: Salaries are paid under CETA, Title VI $ _____

*If employed as a Computer Operator Trainee the full 18 months maximum allowed. $ _____

$ _____

E. Number of Participants: 4 (Current enrollment: 1)

F. Unique Feature(s) of Program: This program offers individuals the opportunity to enter the field of computer operations. This program developed a Computer Operator Trainee position, through job restructuring, which enables individuals without prior knowledge of computers to learn data processing. Thus far, all program participants have acquired sufficient proficiency in data processing to move on to more challenging areas of computer operations.

G. Duration of Grant: On-going program

H. Major Program Goals and Objectives: The program's objective is to teach individuals with an interest in learning computer operations to do data processing. The program's goal is to train Computer Operator Trainees to become proficient in data processing so that Computer Operator Trainees will be qualified to move up to more complex areas of computer operations.

I. Prime Sponsor:

Director Not applicable.

Organization _____

_____

Address _____

_____

Telephone Number _____

J. Contact Person:

Name Thomas Cleary,
Personnel Analyst

Organization Department of Personnel
County of Humboldt

Address Court House, Room 100
Eureka, California 95501

Telephone Number 707/445-7315

K. PROGRAM DESCRIPTION: This program restructured the positions of Computer Operator I to create an entry level Computer Operator Trainee position which is intended for individuals who do not have any prior knowledge of computers. Computer Operator I is required to do data processing. Computer Operator Trainees work under the close supervision of Computer Operator I. The data processing tasks which were formerly the responsibility of Computer Operators I and which were assigned to Computer Operator Trainees include: assisting in operating computer and peripheral equipment; collecting input data and performing necessary unit record operations on data; assisting in assembly jobs for computer processing; assisting in auditing jobs returned from computer room; inspecting output for accuracy and appearance; identifying incorrect data and/or procedures.

Tasks which require a complete understanding of data processing, such as determining program needs, settings; operating instructions; monitoring system and determining the point of equipment malfunction; and manipulating controls to arrange sequence, were not assigned to Computer Operator Trainees and are performed by Computer Operator I. However, since Computer Operator Trainees are exposed, through direct observation, to the more difficult tasks, they are expected to become familiar with them and to understand what is required to perform these more difficult tasks. Computer Operator Trainees become thoroughly familiar with data processing. After one year, a Computer Operator Trainee is eligible to become a Computer Operator I.

L. ADMINISTRATIVE AND STAFFING REQUIREMENTS: All the work involved in this job restructuring effort was performed by the County of Humboldt, Department of Personnel. The program was initiated and implemented without the requirement of any extra administrative or staff personnel. However, the program required Computer Operator I to be made responsible for supervising the Computer Operator Trainees.

M. RECRUITMENT/CLIENT PROFILE: The community in which the program has been conducted is highly educated, but has a significantly high unemployment rate. While the only requirement for the position is one year of general office experience, for the most part the person filling the Computer Operator Trainee position had some advanced education. This is a function of the demographics of the community. Youth have been hired to fill the Computer Operator Trainee position.

N. OUTCOMES TO DATE: The Computer Operator Trainee program is firmly established. It may become necessary to enlarge the program in the near future. Thus far, there have been four Computer Operator Trainees hired. Two of the program trainees have moved on and have been hired as computer programmers in the private sector. Another program trainee is now employed as a Computer Operator I. Presently there is one Computer Operator Trainee actively involved in the program.

O. PROBLEMS/PROGRESS: There have been no problems with this program. The Department of Personnel is happy with the success of the Computer Operator Trainee program and will continue to support the program. Job restructuring as applied by this program is a valuable source of aid for developing good entry level opportunities for individuals who do not have any experience to bring to the job. It is likely that the number of Computer Operator Trainees hired will increase in the future.

P. IMPLEMENTATION HINTS: If a CETA prime sponsor were to decide to implement job restructuring in order to create traineeship opportunities, as this program does, consideration should be given to making the traineeship position inclusive of a sufficient number of tasks, so that the program participant will acquire enough proficiency to truly own a marketable skill.

Q. GENERAL COMMENTS: This example of job restructuring created an entry level position which can be filled by inexperienced youth. It is truly a worthwhile traineeship position because program participants can acquire proficiency in a marketable skill. The merits of the program may be judged in terms of the success the program participants have had in securing employment in the field of computer operations upon learning to perform the tasks required by the Computer Operator Trainee position.

Goal Assistance Program

- Modesto, California

Youth Program Models and Innovations

A. Program Title: Goal Assistance Program (GAP)

B. Name of Operating Agency: Head Rest, Inc.

_____Prime Sponsor _____Unit of Local Govt. _X_Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ $435,000 Per Person: $ 1,115.38

D. Source of Funds: CETA Title III, Subpart C, YETP $ _____

_____ $ _____

_____ $ _____

E. Number of Participants: 390

F. Unique Feature(s) of Program:

This community-based organization operates a comprehensive and coordinated employment and training program which focuses on the development of job skills and can respond to the full range of client needs. Clients participate in a five-day modular intake program which is designed to explore personal values, capabilities and goals as they relate to employment. Through a financial agreement, Head Rest and the school system offer an innovative educational component adaptable to the specific needs of the client population. Much of the program's success is due to a team management approach which emphasizes effective communication among staff and maximizes their involvement in promoting program goals.

G. Duration of Grant: 12 months: October 1, 1978 to September 30, 1979

H. Major Program Goals and Objectives:

A major thrust of the program is to aid youth in self-assessment, the setting of realistic goals and priorities, and the development of manageable steps to attain their objectives. In addition, GAP seeks to provide: a way to reintegrate high school drop-outs into the educational system as a method of increasing employability, training in the techniques of employment procurement and awareness of personal values toward employment, adequate supervision and training to foster good work habits and viable skills, and a job bank for youth in the private sector.

I. Prime Sponsor:

Director Carolyn List, Manpower Planner

Organization Stanislaus County

Address P.O. Box 770
Modesto, CA 95353

Telephone Number (209) 526-6437

J. Contact Person:

Name Mike Herron

Organization Head Rest, Inc.

Address P.O. Box 1231
Modesto, CA 95353

Telephone Number (209) 527-4750

K. Program Description:

Head Rest, Inc. began as a drug crisis center in 1970 and has since evolved into a comprehensive multi-service agency. GAP began in 1975 and serves 16-to 21-year-old youths who have been out of school at least six months. Basically, the GAP has four components: employability development intake module, education/work experience component, youth employment service, and youth employment agency.

After an intake interview and eligibility determination, participants attend the employability development intake module six hours a day for five days and are paid allowances. About 20 clients can participate in the module at one time. Under the close supervision of a leader with extensive training in counseling and group dynamics, the youth participate in intensive individual and group exercises aimed at fostering self-awareness, values clarification, and analysis of skills, interests and capabilities. For example, through role plays of a job interview with each participant taking turns playing the employer and potential employee, attitudes and values toward work are examined and discussed. An added bonus is the camaraderie developed within the group. Before the module ends, the youth are informed about the other GAP components so they can select the one which best fits their needs.

Education/work experience (EWE) is designed for 16 and 17 year olds who must attend high school to obtain a work permit. Placements in work experience range from twenty to forty hours per week. To be able to work, clients must concurrently attend an innovative educational program operated by the school system for GAP two evenings a week (five hours). All classes are open-entry, open-exit with the work geared to the pace of the individual. The program has a triple thrust: the participant may work toward a high school equivalency diploma (GED), gain high school credit, or receive remedial reading instruction. Clients are assigned to a job counselor and work experience sites are developed consistent with their needs and goals.

Youth Employment Service (YES) is a full-time work experience program for youth 18-21 who are not enrolled in school or those 16 and 17 who have completed high school or a high school proficiency exam. Clients are assigned to a job development counselor and work experience positions are developed based on individual interests. There is no school requirement but participants are encouraged to take part in the school program on their own time. Counseling and other supportive services are provided. Typically, participation in the program ranges from six to nine months.

Youth Employment Agency (YEA) is a private sector placement mechanism. YEA accepts individuals completing EWE or YES, and takes direct referrals from the intake process. A job development counselor builds linkages with private employers and a job bank is maintained. YEA is a service component with no subsidies paid to clients.

L. Administrative and Staffing Requirements:

The staff is comprised of a coordinator, part-time secretary, intake worker, resource clinician, and six job development counselors. The coordinator is primarily responsible for managing the staff, carrying out the contracting process, establishing linkages with the community and working with the prime sponsor. The intake worker and the resource clinician operate the intake module. The clinician has counseling experience and is also responsible for the ongoing training of staff and intervening in problem situations. Three counselors work with clients in EWE, two are assigned to YES and one operates YEA.

M. Recruitment/Client Profile:

Initially clients were actively solicited through contacts with attendance personnel in the schools, probation officers, other youth serving agencies and by newspaper articles and ads. GAP receives referrals from these services, but the word of mouth in the community is strong enough that the program very seldomly has to actively recruit participants.

The client population served is youth between the ages of 16 and 21 who are not enrolled in school. There is an equal split between male and female participants. Roughly 40% of the participants are Mexican Americans and 7 to 8% are black. This is well above the minority representation in Stanislaus County.

N. Outcomes to Date:

To deal with youth unemployment, GAP has been successful in developing a comprehensive approach which effectively integrates education, work experience, training, and supportive services. It has established a good track record and is well received and respected in the community. For 1978, of the total client population served, 55% have completed the program, obtained employment, or engaged in some other positive activity.

O. Problems/Progress:

Initially GAP had difficulty in establishing a positive reputation because Head Rest, Inc. previously had functioned as a drug treatment agency. The community had to be convinced that GAP was not a program for drug users.

Another problem was developing an educational program geared to the special needs of GAP clients. Many schools opposed the development of a special program and felt that GAP was trying to usurp their responsibilities. Furthermore, many employers had a negative attitude about CETA, and had to be convinced that GAP was not a make-work program with little staff support or follow-up on participants.

The staff has been able to counter most of these problems by continually building on the program's successes. The innovative education program, which offers an individualized curriculum and is aimed at the special needs of high school dropouts, was started in January, 1977. The first group of students have completed this component and several participants have or are in the process of receiving a GED or high school diploma.

P. Implementation Hints:

Program success is highly dependent on a strong working relationship with the CETA Manpower Advisory Council and the prime sponsor. It is also important to develop contacts and linkages with all public and private agencies within the community which serve youth. When dealing with the school system it is crucial not to appear as a threat or be overly critical. Also, a management style should be developed which encourages the committment and involvement of staff in making the program a success. GAP applies a team concept where decisions are made by the team, with each member having an equal vote.

Q. General Comments:

In addition to an on-going internal evaluation process, the Goal Assistance Program is participating in a long-term evaluation of its Education Work Experience Component conducted by the California Youth Authority to determine the effect of GAP on education, work, and attitudes toward authority. Clients are tested upon entering the program and upon termination, six months later. Test results will be compared to those of a control group of similar youth drawn from high schools throughout Stanislaus County. Participants will be tracked for three years to determine long-term changes. Information on the monitoring and evaluation design may be obtained from: Research Division, California Youth Authority, 4241 Williamsbourgh Drive, Sacramento, California.

Project Aware

- Castleton, New York

Youth Program Models and Innovations

A. Program Title: Project Aware

B. Name of Operating Agency: Board of Cooperative Educational Services

_____Prime Sponsor _____Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit XX Education Agency _____Other (Specify)

C. Project Costs: $ 338,880 Per Person: $ 338.88

D. Source of Funds: CETA Title IV, Part A, Subpart 3 (YETP) $ _____

$ _____

$ _____

E. Number of Participants: 1000

F. Unique Feature(s) of Program:

Project Aware is a concentrated three-day introduction to self-awareness, career awareness, job-seeking skills, and job-keeping skills. Authorized under Sections 432(2) (3) and 435(2) of CETA, the program is designed to serve entire populations of school districts, such as all seniors, with appropriate variations in groups served from district to district. In addition, the program has been adapted to accommodate a variety of school schedules, staffing capabilities, and other unique characteristics.

G. Duration of Grant: Ten months Oct. 1, 1979 - June 30, 1979 & Sept. 30, 1979

H. Major Program Goals and Objectives:

Forty-one specific objectives relating to various aspects of awareness were developed by the Project Aware staff and are reflected in corresponding "lessons." Examples of objectives include: Identification of individual strengths, interests, abilities and career values; understanding of the need for career decision-making and labor market trends; development of skills such as application completion, resume preparation, interview techniques, and use of employment services; and the development of acceptable work habits and other job-keeping skills.

I. Prime Sponsor:

Director Joseph Mancinelli

Organization Rensselaer County Manpower Development

Address Rensselaer County Office Bldg. 7th Avenue, Troy, New York 12180

Telephone Number (518) 270-5355

J. Contact Person:

Name Martin Ruglis

Organization Rensselaer - Columbia-Greene BOCES

Address 1550 Schuurman Road Castleton, New York 12033

Telephone Number (518) 477-8741

K. Program Description:

The program design consists of three components: (1) self-awareness/career-awareness, (2) job-seeking skills, and (3) job-keeping skills. The Career Motivation Project (CMP), an educational tool developed by the East Aurora Union Free School District and supported by the New York State Education Department, is used to present the first component in ten lessons. It consists of a series of small group activities designed to create personal and career awareness through: the sharing of experiences; identification of individual strengths; ranking of interests, abilities, and career values; and the integration of discovered needs and characteristics as the initial step in the career decision-making process. CMP is a positive approach which emphasizes strengths and abilities, and encourages the participation of each group member without creating a stressful environment.

Lessons and materials for the second and third components were compiled and developed by Project Aware Staff. Lessons 11-31 concern job-seeking skills, beginning with career decision-making. A variety of tools from the Singer series "Getting A Job" are used along with filmstrips, the Occupational Outlook Handbook, the "Harrington-O'Shea Career Decision Making Inventory," the Dictionary of Occupational Titles, and other government publications. Participants learn about job analysis, part-time jobs, growth fields, occupational prestige, nontraditional careers, appropriate attitudes for job-seeking, application and tax form completion, resume preparation, want ad interpretation, preparation of letters of application, use of employment services, and job interview techniques.

Job-keeping skills are taught in lessons 32-41, the third component of Project Aware. Cooperation, communication, inter-personal relationships, work habits, self-evaluation of performance, employer/employee relations, dealing with criticism, fair labor practices, and personal appearance on the job are explored. Materials for this component include a section of the "University of Minnesota Self-Concept Exploration," Singer "Advancing on the Job" cassettes, filmstrips and worksheets, sections of the Rochester Project, and staff-developed tools.

L. Administrative and Staffing Requirements:

The program is operated through an LEA agreement between the prime sponsor and the local Board of Cooperative Educational Services (BOCES), which provides services such as special education, vocational training, and other special programs to school districts. Three full-time state-certified guidance counselors employed by BOCES comprise the Project Aware staff. These counselors were trained in the CMP portion of the program by an outside consultant. Their duties include: project planning, development, and coordination, on-site project operation, and program evaluation. In addition, the counselors train interested teachers and/or guidance counselors to act as additional facilitators in their own schools. Follow-up activities will be conducted by the prime sponsor.

M. Recruitment/Client Profile:

All participants are enrolled in public schools, with the majority being high school seniors. After three weeks of program operation, 117 students had been served, with 63% male and 37% female. Seventy percent were 16 or 17 years old, 28 percent 18 or 19, 1 percent 14 or 15, and one percent 20 or 21.

N. Outcomes to Date:

It is still too early to determine whether Project Aware has had an effect on participants in terms of career planning and job acquisition. However, an analysis of student evaluations shows that most of the participants found the experience valuable in terms of information and development of cooperation and communication. A formal evaluation of the Career Motivation Project may be obtained from Bureau of Guidance, New York State Education Department, Albany, New York 12224.

O. Problems/Progress:

The prime sponsor originally approached schools with the idea of Project Aware through letters to each district, but response was poor. BOCES proved to be the ideal subcontractor, since staff had already developed close working relations with school counselors and other officials. A meeting was arranged with chief school officials to introduce the concept of the program, while program counselors discussed scheduling and content options with guidance personnel. Although the original program design called for three full-day sessions, this type of scheduling was not feasible in every school. Therefore, in some schools, the program was altered to fit regular class periods and was stretched over a longer time span.

P. Implementation Hints:

School personnel should be involved early in planning to gain high-level support and to determine the best program option for each school. Guidance counselors can generate enthusiasm for the program, and should be consulted in recruitment of teachers to work on the program. In addition, school counselors should be encouraged to conduct individual interviews with students who have completed the program to provide additional information and discuss career options. Flexibility in scheduling is of vital importance. If the program must be conducted during single class periods, some lessons can be eliminated. The program can be operated effectively in 16-20 class period with teachers, guidance counselors, and project staff jointly choosing the most appropriate lessons. For example, one school already had an elective course in career awareness. However, since the course was weak in the area of job-seeking skills, Project Aware's second component was stressed. The optimal group size is eight to ten per group leader.

Q. General Comments:

Nine out of the ten school districts in the prime sponsor area agreed to participate in Project Aware. Three schools were able to accommodate the original 3-day design, while the remaining six schools opted for the class period approach. Rensselaer County is both urban and rural, and the program adapts well to either setting. Since the program is conducted in or near the schools, transportation is no problem. The "Harrington-O'Shea Career Decision Making Inventory" may be obtained from: Career Planning Associates, Inc., P.O. Box 273, Needham, MA 02192. Information on the Singer programs "Getting a Job" and "Advancing on the Job" may be obtained from: SVE/Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614. Additional filmstrips are available from: Guidance Associates, 757 Third Avenue, New York, NY 10017.

Job Preparation Program

- Lexington, Kentucky

Youth Program Models and Innovations

A. Program Title: Job Preparation Program

B. Name of Operating Agency: Bluegrass Employment and Training Consortium

X Prime Sponsor ____ Unit of Local Govt. ____ Pvt. Nonprofit

____ Pvt. for Profit ____ Education Agency ____ Other (Specify)

C. Project Costs: $ 370,000 Per Person: $ 2,228.91

D. Source of Funds: CETA Title I $ ____

____ $ ____

____ $ ____

E. Number of Participants: 166

F. Unique Feature(s) of Program:

Three aspects of employability training have been combined in a classroom setting: development of appropriate work habits and attitudes, life skills training, and remedial education. All instruction is individually prescribed following educational assessment. Although the program was originally developed for adults, youth who are high school dropouts now participate to work on GED preparation. Following program completion, participants are placed in OJT, work experience, classroom training, or unsubsidized employment.

G. Duration of Grant: Twelve months: October 1, 1977 - September 30, 1978

H. Major Program Goals and Objectives:

Specific goals, subgoals and objectives have been developed for this program. Generally, the goal is to develop habits, attitudes and skills that will assist participants in job placement and success. Career awareness, job-seeking and keeping skills, personal awareness, and academic achievement including math, English and reading skills are stressed.

I. Prime Sponsor

Director: John W. Forston

Organization: Bluegrass Employment and Training

Address: 190 North Upper Street
Lexington, KY 40507

Telephone Number: (606) 252-7505

J. Contact Person:

Name: Helen Arcisz

Organization: Bluegrass Employment and Training

Address: 190 North Upper Street
Lexington, KY 40507

Telephone Number: (606) 252-7505

K. Program Description:

Participants attend classes six hours per day, five days per week, and are paid minimum wage allowances. English, mathematics, and reading are required classes, and are offered on three levels of difficulty. Students are placed in classes according to test results and advance to higher levels as they master required skills. Much of the reading material involved is geared toward survival and life skills. In addition to the three required courses, a variety of other courses, each lasting about a month, are offered; students choose courses in their particular areas of interest for a total of four 1 1/2 hour classes per day. Elective courses include: Adkins life skills, consumer education, college preparation/study skills, accounting, business English, test-taking skills, newsletter production for advanced English completers, and beginning and advanced medical courses for those near completion of GED preparation. Efforts are made to place participants who elect vocational courses in training-related positions after they complete the program.

In addition to remedial education, work attitudes are stressed through the encouragement of only those behaviors which would be acceptable in the majority of employment settings. Regulations contained in the Job Preparation Handbook relate to appropriate work habits and are enforced through behavior modification techniques. An ongoing lecture series, designed to enrich the lives of participants, is offered and a full-time counselor is assigned to deal with personal and vocational problems.

L. Administrative and Staffing Requirements:

The Job Preparation Program is operated directly by the prime sponsor, Bluegrass Employment and Training, a seven-county consortium. Staff includes a program director, eight teachers and one full-time counselor. Five teachers are employed full-time by the prime sponsor, and three are employed thirty hours per week by Fayette County Adult Education and ten hours per week by the prime sponsor. In addition, the Consortium subcontracts with Kentucky Manpower Services (employment service) to administer The Test of Adult Basic Education and the General Aptitude Test Battery to potential participants.

M. Recruitment/Client Profile:

A recruitment effort has proved unnecessary in the Bluegrass Consortium, since word-of-mouth draws more eligible applicants thatn the prime sponsor can serve. Following intake procedures, a Title I-eligible applicant is assigned a counselor and is tested using McGraw-Hill's Test of Adult Basic Education (TABE) and the U.S. Department of Labor's General Aptitude Test Battery (GATB). The client participates in a group orientation and meets with his/her counselor and a vocational counselor to discuss career goals. A program is designed for each client in a "career meeting," in which the directors of training, job preparation, group orientation, counseling, vocational counseling, and client services discuss the needs of each client and slots available. The client must concur with the program design before it is implemented. Participants are referred to Job Preparation if they need to acquire additional skills (e.g. GED for dropouts or brush-up and review for high school graduates) before entering classroom training, OJT, work experience or college. Of clients served in FY '78, 41% were 16-21 and 59% were 22 and older, with 81% female and 19% male. Sixty percent were enrolled for GED preparation, and 40% for remedial education. Fifty-nine percent were black, 37% white and 4% Asian, with 31% public assistance recipients.

N. Outcomes to Date:

Out of 166 participants, 66% terminated from the program during the course of the year, and 34% were carried over into the next fiscal year. Of those terminated, 73% completed the program and were placed in OJT, classroom training, work experience, college, or unsubsidized employment. Participation in Job Preparation ranged from three to six months, with a four-month mean. Based on pre-and post-testing, the mean gain in academic achievement was 2.07 years in reading, 3.43 years in math, and 2.62 years in English (language).

O. Problems/Progress:

There is some difficulty in securing OJT slots for persons with GED diplomas; therefore, job development is an ongoing problem. Increased efforts have been made to assure that only the work-ready are placed in OJT slots, thus improving the image of GED completers.

Placing youth in self-contained classrooms, separate from adult participants, was an approach which failed. Motivation and achievement increased for both groups when youth and adults were placed in classes together. The Adkins Life Skills Employability Series, a successful tool used in the Job Preparation Program, has now replaced a similar program developed by the Chrysler Corporation in the YETP Goal-Directed Counseling Program. Finally, funds from the YETP program are now being integrated into Job Prep so that more youth, notably dropouts, can be served.

P. Implementation Hints:

Measurable goals and objectives must be designed at the outset. In addition, the program must be flexible enough to add new courses on an as-needed basis. Since medical technology is a large and growing field in the prime sponsor area, courses designed to acquaint students with basic medical vocabulary and tools, including the metric system, were added to the curriculum. Also, since clerical workers are in great demand locally, business English and a basic accounting course were made available. Teachers are available forty hours per week; although students may be paid for only thirty hours per week, extra help is available on a volunteer basis. The Job Prep newsletter, published monthly, helps to motivate and unify Job Prep participants. "Success" biographies of program completers and special articles on topics of interest to participants are included.

Q. General Comments:

Bluegrass Employment and Training Consortium includes the Counties of Bourbon, Clark, Franklin, Lexington-Fayette, Madison, Scott, and Woodford. Eighty-three percent of program participants were residents of Fayette County, the largest in the consortium. However, transportation has not proved to be a problem for residents of other counties. A van is provided for some participants, while others arrange their own transportation. Analysis has shown that commuters actually have better attendance records than Fayette residents. Although the prime sponsor area has an unusually low unemployment rate, salaries and wages rank 63rd in the nation, while the cost of living ranks 8th. Large industries such as IBM, Rockwell, and Kentucky Central provide many low level jobs which nevertheless require training. In addition, the University of Kentucky provides employment in the field of medical technology. Dropouts are virtually locked out of the system, and even GED completers with no further training have difficulty in securing employment. Since most jobs are either service-related or highly technical, it is essential to pair Job Prep training with opportunities for further skill development.

Training and Work Experience Project

Santurce, Puerto Rico

Youth Program Models and Innovations

A. Program Title: Training and Work Experience Project

B. Name of Operating Agency: Department of Social Services

_____Prime Sponsor X Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ 321,288 Per Person: $ 2,920

D. Source of Funds: Governor's 5% Statewide Youth Services $ 321,288

(YETP) $ _____

_____ $ _____

E. Number of Participants: 71 to date (110 planning estimate)

F. Unique Feature(s) of Program:

In this program the combination of OJT and work experience will be tested as a method of assisting the rehabilitation process by improving social adjustment, reducing recidividism and improving community acceptance of youth residing in Island Social Treatment Centers.

The Director of the project felt that through successful work experience and integration of participants into the community, some of the stigma attached to institutionalized youth has been removed.

In addition, all of the staff selected for the project were unemployed at the time of their recruitment.

G. Duration of Grant: 10/1/78 - 9/30/79

H. Major Program Goals and Objectives: The project's general objectives are as follows:

1. Reduce unemployment rate for institutionalized youth returning to the community.
2. Improve community acceptance and involvement with institutionalized youths

The specific objectives are:

1. Provide 110 youths the opportunity for training and work experience that will assist them in locating employment upon their return to the community.
2. Develop positive attitudes toward education and training activities
3. Improve participants self esteem as a result of favorable community work experience and interaction.

I. Prime Sponsor:

Director Walter Davila

Organization Office of Federal Affairs

LaFortaleza

Address San Juan, Puerto Rico 00901

Telephone Number (809) 724-8199

J. Contact Person:

Name Abram Nieves

Organization Ass't Secy Social Services

Departamento de Servicios Sociales

Address P.O. Box 11398

Santurce, Puerto Rico 00911

Telephone Number (809) 722-0275

K. Program Description:

This program provides the opportunity for training and work experience to 110 institutionalized youth from the Industrial Schools in Ponce and Mayaguez and Social Treatment Centers and Group Homes in Ponce and San Juan. Residents of these institutions are under the supervision of the state and may be offenders, orphans, mentally retarded, deaf etc. The regular school program provides education through the ninth grade and then this program offers further training. This project helps to provide motivation and the opportunity for youth to help themselves become self-sufficient. This program was divided into four stages: In the first stage personnel and participants were selected; in the second stage participants started to receive intensive academic and vocational instruction in their respective social treatment centers; in stage three participants started to spend 32 hours weekly in educational training and work experience activities. Program staff feel this program has helped youth become more socially adjested and independent after leaving the treatment cneters. (See Q)

L. Administrative and Staffing Requirements:

1 - Project Director - responsible for project administration and coordination with CETA.

4 - Community Organizers - responsible for community cooperation and placement opportunities and supervision of field supervisors and evaluation of participant progress.

10 - Field Supervisors - responsible for an average of eleven youth wich includes transportation arrangements, supervision of youth at work-sites and completion of activity records.

1- Secretary

In addition, the Department of Social Services provides inkind services amounting to $95,204 in partial salaries for; 2 - Social Workers,
1- General Academic Supervisor, 14- Industrial Teachers, 3- Vocational Counselors,
3- School Principals, 2- Psychologists.

M. Recruitment/Client Profile: Currently there are 71 participants, (27 males and 44 females) in one program between the ages of 14-21:

18 - 14 and 15 year olds
46 - 16 and 17 year olds
11 - 18 and 19 year olds
1 - 21 year old

All participants are under the supervision of the state and reside in either a Social Treatment Center, Group Home, or Industrial School; be willing and have the capacity to participate in the project; and have been evaluated as having aptitudes required for vocational training.

N. Outcomes to Date:

Forty percent of the participants have developed fundamental vocational skills and job readiness attitudes as a result of training and work experience.

According to the Director, 50 percent of the participants have improved their self-esteem and self-reliance as a result of participation in the program.

O. Problems/Progress: The project director cited the following implementation problems:

1. Two months delay on grant approval and three month delay on funds assignment
2. Personal recruitment difficult because of limited qualified applicants available that could work effectively with juvenile offenders.
3. Integration of project staff with social treatment center staff was difficult and required the development of a multi-disciplinary treatment unit that placed youthful offenders in community work experience activities.
4. Payments for lunch, transportation and participant wages were delayed by state government procedures.

The Social Treatment Centers' staff involvement and dedication served as a strong motivational tool for the successful community re-entry and rehabilitation of the youth.

P. Implementation Hints:

The program director felt that it was most important to hire staff who were really interested in helping youth. In working with institutionalized youth, he also felt that close supervision on the worksite was very important in order develop community support and trust for the program.

In addition, because youth are required to wear uniforms at the institutions, many want to purchase clothes after they have earned money. Counselors help them purchase clothing, make-up, etc.

Q. General Comments:

The program provided the opportunity for a young man who had lived at the institution for seven years without ever leaving even for a Christmas vacation to receive work experience and training. He was able to move into full-time unsubsidized employment and program counselors helped him find and set up his own apartment.

The program director feels the program provides the opportunities which would not otherwise be available, for youth like the one mentioned above, to become independent and self sufficient.

Placement Services for the Handicapped

Baton Rouge, LA

Youth Program Models and Innovations

A. Program Title: Placement Services for the Handicapped

B. Name of Operating Agency: Louisiana Division of Vocational Rehabilitation

_____Prime Sponsor __X__Unit of Local Govt. _____Pvt. Nonprofit

_____Pvt. for Profit _____Education Agency _____Other (Specify)

C. Project Costs: $ FY 78 276,841 Per Person: $ 654

D. Source of Funds: Governors' FY 78 $ 276,841 1/1/78 - 11/30/78

Governors' FY 79 $ 284,874 12/1/78 - 9/30/79

_____ $_____

E. Number of Participants: FY 78 - 423

F. Unique Feature(s) of Program:

The unique feature of this program is the extension of placement services to include job development, job restructuring, and on-the-job counseling for both the handicapped and the other workers in the job environment in order to increase the number of handicapped youth who are able to find and retain permanent employment.

G. Duration of Grant: 1/1/78 - 9/30/79

H. Major Program Goals and Objectives: The goal of this program is to provide statewide job development and placement services for handicapped youth as follows:

1. Clients of the Division of Vocational Rehabilitation and the Blind.
2. Hearing-impaired, visually impaired and multi-sensorially handicapped youth.
3. Job-readied, handicapped graduates or drop-outs from public-special education programs and other state residential programs.

I. Prime Sponsor:

Director Robert S. Fore

Organization Chief of Special Grants

P.O. Box 44094

Address Baton Rouge

Louisiana, 70804

Telephone Number (504) 925-4230

J. Contact Person:

Name Mike Farris

Organization Division of Vocational

Rehabilitation

Address P.O. Box 44371

Baton Rouge, LA 70804

Telephone Number (504) 342-5290

K. **Program Description**: This program provides a complete range of placement services to handicapped youth in order to assist youth in adjusting to and retaining permanent employment. These basic placement services include: 1) job development, 2) job restructuring as necessary, 3) job placement, 4) on-the-job supervision as needed to assist handicapped youth, the employer, and other workers adjust to the special demands of the situation, and 5) assist responsible counselors in follow-up services until the participant is self-reliant and stabilized on the job. In addition to these basic functions, the placement staff will restructure specific jobs for designated handicapped placement, directly assist both particpants and employers in achieving a mutually satisfactory working arrangement; and work closely with families of handicapped youth in order to insure home support and understanding of the job's demands.

Previously, job placement services for the handicapped extended only through the initial act of hiring. Because handicapped people may face a difficult transition, this program was designed to provide additional support in order to facilitate this transitional process.

L. **Administrative and Staffing Requirements**:

Program Director - 50% time
Project Supervisor - 100% time with a minimum of a Bachelor's degree in Business Administration, 4 years supervisory experience, 2 years work experience dealing directly with the public and one year of work experience, dealing with the handicapped.
Account Clerk - 70% time
Clerk IV - 70% time
Typist Clerk III - 70 % time
Job Placement Specialist for the multi-sensorially (deaf-blinded) handicapped with a minimum of a Bachelor's degree with coursework/training dealing specifically with services to the handicapped, 2 years work experience with multi-sensorially handicapped and one year work experience dealing with the public.
Job Placement Specialists for the hearing and visually handicapped with a minimum of 1 year work experience with the visually or hearing handicapped or experience with placement and employment services plus one year of work experience dealing with the public. The placement specialist for the hearing impaired must be certified as an interpreter for the hearing impaired.
Job Placement Specialists for handicapped youth with a minimum of one year work experience dealing with the public and broad exposure to the field of social services.
Public Information Specialist with a minimum of a Bachelor's degree and 2 years work experience in the area of public information.

M. Recruitment/Client Profile:

The entire student body was exposed to JIS and all juniors and seniors completed enrollment and financial data forms and from the completed forms participants were selected. Seventy-five percent of the participants are economically disadvantaged and twenty-five percent meet 85% of the BLS lower living standards.

N. Outcomes to Date:

The counselor felt this program was helping students while they were still in high school explore career options and because of this experience would reduce unrealistic expectations regarding the world of work. Video presentations have been developed explaining and illustrating the local industries and job experiences.

O. Problems/Progress:

Because the Employment Service has always worked closely with the school system, start-up problems were minimal. The program began with the school year which was before the program was officialy started. This was important in order to be in conjunction with the school calender and for the students to receive credit. In addition, the program is coordinated with YETP funds and will be coordinated with the Summer Youth Program.

P. Implementation Hints:

Minimum production levels for Placement Specialists were important to a successful placement rate, according to the project supervisor. The reason being that competition among the specialist increased jobs placements. These quarterly placement levels are as follows:

1. Job Placement Specialists for Handicapped Youth - nine (9) placements per specialist.

2. J.P.S. for multi-sensorially handicapped - three (3) placements per specialist.

3. J.P.S. for visual and hearing impaired youth - three (3) and six (6) placements per specialist respectively.

Q. General Comments:

The project director said "When employers think of hiring they think of our clients because of the trust level we have built up... it is out personal relationship with employers and clients and our follow-up as long as it is needed."

YEPPA School-to-Work Transitional Services Project

Atlanta, Georgia

Youth Program Models and Innovations

A. Program Title: YEPPA School-to-Work Transitional Services Project

B. Name of Operating Agency: Georgia Department of Labor

X Prime Sponsor ____ Unit of Local Govt. ____ Pvt. Nonprofit

____ Pvt. for Profit ____ Education Agency ____ Other (Specify)

C. Project Costs: $ 149,373 Per Person: $ ____

D. Source of Funds: YEDPA Discretionary Funds Section 348 $ 149,373

____ $ ____

____ $ ____

E. Number of Participants: 150

F. Unique Feature(s) of Program:

This project provides for the establishment of a Job Information Service Unit in the Rome Georgia High School to provide students with employability skills development and exposure to labor market and occupational information. The unit is provided with support and information from community linkages with the business sector, higher education institutions, public service agencies, CETA operatives and professional organizations.

G. Duration of Grant: 10-1-78 to 12-31-79

H. Major Program Goals and Objectives: The project objectives are:

1. To explore the feasibility of having the Georgia State Employment Service system link with the private sector and public secondary schools to serve as a delivery agent in providing school-to-work transition services for in-school youth;
2. To assess the impact of the project's services on the youth served and their transition from school to work; and
3. To provide a data base for an independent evaluation of the relative effectiveness of the Georgia State employment service as compared to other delivery agents in providing services to youth to aid in their successful transition from school to work.

I. Prime Sponsor:

Director Don R. Bryant

Organization Georgia Dept. of Labor

Address 501 Pulliam Street, SW.
Room 406, Atlanta, Georgia 30312

Telephone Number (404) 656-6380

J. Contact Person:

Name Janice M. Becton

Organization Georgia State Employment Service

Address 501 Pulliam Street, SW., Room 444
Atlanta, Georgia 30312

Telephone Number (404) 656-3120

K. Program Description:

The Job Information Service Unit (JIS) has been installed in a building at the Rome Georgia High School that had been previously used as a career center. The students use the JIS as part of their social studies curriculum and receive high school credit for participating. JIS utilizes audio-visual equipment as a "center-piece" for the occupational exploration activities in order to provide students with a view of actual performance of work in local occupations. In addition the equipment is used for role playing for job interviews in order to provide participants with immediate feed-back of their performance in the simulated interview. The students also receive indepth-counseling services and will then be exposed to career exploration activities in which they can explore the area they are interested in. The career exploration will include avenues to a career, educational requirements and the availability of the occupation. After career exploration experience they are provided training in job seeking skills, e.g., resume writing, interviewing skills, application for employment, social security, college etc. After exploring the availability of job openings the students are provided referral and placement services. Participants receive 5 hours of high school credit for completion of 6 quarters.

L. Administrative and Staffing Requirements:

The JIS unit is staffed with an Employment Counselor, Employment Interviewer and Secretary Typist to provide the school to work transitional services. The counselor/site coordinator provides individual and group counseling sessions, employability plan development service, and coordinates the flow of students through the unit and the delivery of services. The interviewer assists with the delivery services, provides the students with referral and placement services, the linkage with the business sector, and provides the flow of job openings into the unit. The secretary/typist maintains student files and tracks them through the unit and prepares reports to be submitted to the SESA Coordinator. The SESA coordinator coordinate the planning, operations, staffing and contracting for all components of the unit and composes monthly and quarterly reports.

M. Recruitment/Client Profile:

All participants are required to meet the following requirements:

1. Be economically disadvantaged
2. Certified as handicapped by the Office of Human Development
3 Not currently enrolled in any other placement or training program.

Client profile information thru September 30, 1978 is as follows:

200	Enrollments
119	White
80	Black
1	American Indian
39	16-17 year olds
91	18-19 year olds
70	20-21 year olds

N. Outcomes to Date:

The project director felt that the program had been successful in coordinating services for handicapped youth from the Vocational Rehabilitation, the Employment Service and CETA. In addition, he felt that a high trust level had been developed between the program and public and private employers throughout the state. He also found that after trying a state media blitz in which the results were just fair that one to one personal contact was most important in obtaining employers, community support and applicants.

O. Problems/Progress:

There are problems that the director felt are specific to handicapped youth which include:

1) Participants expect to find a high level of job satisfaction which is often unrealistic

2) The general public is not familar with working with the handicapped.

3) Usually this is a participants first job and the transition period may be difficult.

4) Participants may have trouble working with co-workers because they expect to have a lot of support which usually isn't available.

In addition, in the rural areas, transportation was a problem for participants.

P. Implementation Hints:

Program personnel felt that a close relationship between the Employment Service, CETA and the school system was essential to successful program operation. In addition, the staff have to be able to relate closely to the students. The counselor graduated from the same high school and had been one of the star women basketball players and was able to communicate easily with the students. In addition the interviewer had been a participant in SPEDY and had become an Employment Service interviewer as a result of those experiences.

Q. General Comments:

This project gave youth an opportunity for a career exploration experience that would not have ordinarily been available to them.